

Course Application

1. Course number and title	HSTA 344 The African-American Struggle for Equality			
2. Course credits	3. Course prerequisites	4. Last semester offered	5. Next semester offered	
3.00	HSTA 101 and 102 or junior standing		Spring 2013	

6. Course outcomes

- to evaluate documents from Reconstruction to the late twentieth century dealing with the African-American struggle for equality

to understand and analyze the behaviors, ideas, and institutions associated with the the African-American struggle for equality

- to demonstrate an understanding of the role of religious and secular ideas on the African-American struggle for equality

- to demonstrate an understanding of the bottom-up as well as top-down pressures resulting from the mass mobilization of the struggle and the reaction from state and local governments

to demonstrate an awareness of the interconnections of the struggle with broader world events like the Cold War, decolonization, and related events

to demonstrate proficiency in the fundamentals of historical writing, including constructing an historical argument supported by evidence

7. General education student outcomes students taking this course will satisfy:

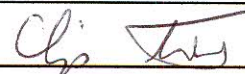
- Students will be able to use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process.
- Students will be able to speak with clarity, accuracy, and fluency in public contexts.
- Students will be able to reason analytically and quantitatively at an algebraic level.
- Students will be able to use an understanding of the physical and natural world to identify and solve problems.
- Students will demonstrate an understanding of ethics, cultural endeavors, and legacies of world civilizations.
- Students will be able to describe the biological, social, political, and economic forces that influence human behaviors and attitudes.
- Students will be able to demonstrate the processes and proficiencies involved with creating and/or interpreting creative works.
- Students will be able to demonstrate proficient critical thinking skills.

8. Please attach or include the following:

- CRC paperwork with approval (if applicable)
- Course syllabus
- A summary of course assignments that address the student outcomes checked in (7). Use space below.

One essay taken from class readings
One essay taken from class readings
One research essay from a list of suggested topics
Final Exam

Dept. Head Approval:



College Dean Approval:

General Education

Committee Approval:

Faculty Senate Approval:

- Communications
 - Humanities/Fine Arts
 - Mathematics
 - Physical & Life Sciences
 - Social Sciences
- For Committee use only.

HSTA 344W

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The African-American Struggle for Equality

Class Time:

Office Hours:

Description: This course covers the history and development of the civil rights movement in the United States. Also known as the black freedom struggle, the civil rights movement was an interracial movement that wrought significant change in America's political and social environments. This course will study the beginnings of the movement and its developments throughout the twentieth century. Much of the focus will be on the two prongs of the movement: the top-down reaction of the federal government and its policies concerning civil rights, and the mass mobilization of people that exerted bottom-up pressure on the federal government to act. Other facets of the movement, such as white responses (of both supporters and opponents of the movement), the role of religion and secular ideologies in the movement, and divisions and differences within the movement will also be covered. This is also, obviously, a course about the sensitive subject of race, so there will be open discussions about this subject and questions about it on the exams.

Books: Each student is expected to read the following books, and they are available for purchase in the bookstore.

Sitkoff, Harvard, *The Struggle for Black Equality, 1954-1992* (Hill and Wang, revised ed., 1993), ISBN# 0374523568

Marsh, Charles, *God's Long Summer: Stories of Faith and Civil Rights* (Princeton University Press, 1999). ISBN# 0691029407

In addition, there will be primary sources to supplement the week's readings and lectures, and students are expected to read those as well.

Classroom Behavior and Attendance: Students are expected to conduct themselves in a professional manner in the class at all times. Aside from general conduct respecting the instructor and your fellow classmates, this includes **no cell phones**. Students whose phones cause continuous disruptions will be asked to leave.

Be in class on time. Students who enter after the class begins are disrupting both the instructor and the other students who got there on time.

Cheating: Plagiarism will not be tolerated. This includes, but is not limited to, cheating on exams and papers, citing someone else's work as your own, copying book reviews in place of your own original thoughts, buying papers online or from other students, etc.

Grades: There will be two essays from the readings and a research essay, and a final exam

Grade breakdown:

Essay # 1- 15%

Essay 2- 15%

Research Essay - 40%

Final Exam – 20%

Attendance/Participation – 10%

Weekly Reading Assignments: Have the material listed and any handouts given read in advance for the week listed. During tutorials, the readings of that week will be discussed. All the documents listed are on Blackboard, unless listed otherwise.

Week 1 Introduction; The Origins of Jim Crow.
Read Sitkoff, vii-36.

Week 2 – Black Strategies in the Jim Crow era (Du Bois/Wells-Barnett, Washington, Garvey)

Week 3 - The New Deal Era and World War II.

Week 4 - The Truman Years; The NAACP and the road to *Brown*.

Week 5 - Marshall, Warren, and *Brown*; White backlash and Massive Resistance.

Week 6 - *The Murder of Emmett Till* (video); Montgomery and MLK
Read Sitkoff, 37-60

Week 7 - Little Rock; Direct Action: SNCC and CORE
Read Sitkoff, 61-117

Week 8 - Albany and the March on Washington; Birmingham and the Civil Rights Act

Week 9 - The MFDP and the limits of liberalism

Week 10 - Selma and voting rights; Malcolm X and black nationalism

Week 11 - Economic rights and Chicago; Black Power, Part 1
Read Sitkoff, 184-209.

Week 12 - Black Power, Part 2; Exit King

Week 13 – The Nixon-Ford years: voting yes, busing no; *Bakke* and affirmative action
Read Sitkoff, 210-235.

Week 14 - The civil rights movement and popular culture; The Reagan Years and civil rights.

Week 15 – The War on Drugs and Mass Incarceration: Towards a Post-Racial America?

Final Examination (date to be determined)

Suggestions for Further Reading:

All of the following books are on closed reserve, except for the articles, which may be accessed through JSTOR or a similar article database. These works are meant as a **starting point** for research. Additional works and articles will be needed to craft a competent research essay.

General surveys and historiographical articles:

Jack M. Bloom, *Class, Race and the Civil Rights Movement* (1987)

Taylor Branch, *Parting the Waters: America in the King Years, 1954-1963* (1988)

_____, *Pillar of Fire: America in the King Years, 1963-65* (1998)

Robert Cook, *Sweet Land of Liberty?: The African-American Struggle for Civil Rights in the Twentieth Century* (1998)

Richard Cloward and Frances Fox Piven, *Poor People's Movements: Why They Succeed, How They Fail* (1977)

Charles W. Eagles, "Towards New Histories of the Civil Rights Era," *Journal of Southern History* 66 (Nov. 2000)

Manning Marable, *Race, Reform, and Rebellion: The Second Reconstruction in Black America, 1945-1982* (1984)

Doug McAdam, *Political Process and the Development of Black Insurgency, 1930-1970* (1982)

Aldon Morris, *The Origins of the Civil Rights Movement: Black Communities Organizing for Change* (1984)

Biographies, Institutional and Individual:

Clayborne Carson, *In Struggle: SNCC and the Black Awakening of the 1960s* (1981)

John D'Emilio, *Lost Prophet: The Life and Times of Bayard Rustin* (2003)

Adam Fairclough, *To Redeem the Soul of America: The Southern Christian leadership Conference and Martin Luther King, Jr.* (1987)

James M. Findlay, Jr., *Church People in the Struggle: the National Council of Churches and the Civil Rights Movement, 1950-1970* (1993)

David J. Garrow, *Bearing the Cross: Martin Luther King, Jr. and the Southern Christian Leadership Conference* (1986)

_____, ed., *The Montgomery Bus Boycott and the Women Who Started It: The Memoir of JoAnn Robinson* (1987)

August Meier and Elliot Rudwick, *CORE: A Study in the Civil Rights Movement, 1942-1968* (1973)

Timothy Tyson, "Robert F. Williams, "Black Power," and the Roots of the African American Freedom Struggle," *Journal of American History* 85 (Sept. 1998)

Civil Rights and the Federal Government (also check biographies of government figures):

- Carl Brauer, *John F. Kennedy and the Second Reconstruction* (1977)
Robert Fredrick Burk, *The Eisenhower Administration and Black Civil Rights* (1984)
Mary L. Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy* (2000)
Jack Greenburg, *Crusaders in the Courts: Legal Battles of the Civil Rights Movement* (2004)
Michael Klarman, "How *Brown* Changed Race Relations: The Backlash Thesis," *Journal of American History* 81 (June 1994)
Robert Mann, *The Walls of Jericho: Lyndon Johnson, Hubert Humphrey, Richard Russell, and the Struggle for Civil Rights* (1996)
Kay Mills, *Changing Channels: The Civil Rights Case that Transformed Television* (2004)
Kevin McMahon, *Reconsidering Roosevelt on Race: How His Presidency Paved the Road to Brown* (2004)
Harvard Sitkoff, *A New Deal for Blacks: The Emergence of Civil Rights as a National Issue* (1978)
Mark Stern, *Calculating Visions: Kennedy, Johnson and Civil Rights* (1992)

Other Works:

- James C. Cobb, *The Most Southern Place on Earth: The Mississippi Delta and the Roots of Regional Identity* (1992)
Stokely Carmichael and Charles V. Hamilton, *Black Power: The Politics of Liberation in America* (1968) [early expression of black power by its originator]
Vicki L. Crawford, Jacqueline Anne Rouse, and Barbara Woods, eds., *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965* (1990)
Jane Dailey, "Sex, Segregation, and the Sacred after *Brown*," *Journal of American History* 91 (June 2004)
Steve Estes, *I am a Man!: Race, Manhood, and the Civil Rights Movement* (2005)
Sara Evans, *Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left* (1979)
David J. Garrow, *The FBI and Martin Luther King, Jr.: From "Solo" to Memphis* (1981)
_____, *Protest at Selma: Martin Luther King, Jr. and the Voting Rights Act of 1965* (1978)
Allen J. Matusow, *The Unraveling of America: A History of Liberalism in the 1960s* (1984)
Nan Elizabeth Woodruff, *American Congo: The African American Freedom Struggle in the Delta* (2003)

Documentaries:

- BaadAssss Cinema* (2002) (about 1970s blaxploitation film)
Black Panthers (Les Panthers Noires) (1968)
Eyes on the Prize, Vols. I and II (14 videocassettes)
4 Little Girls (1999) (by Spike Lee; about the Birmingham church bombing of 1963)

The Jackie Robinson Story (1950)
The Murder of Emmett Till (2004)

Online Resources:

withoutsanctuary.org (online collection of lynching postcards and photographs)

Films (fictional, but culturally relevant)

The Color Purple (1985)
Guess Who's Coming to Dinner (1967)
In the Heat of the Night (1967)
Malcolm X (1992)

Research Essay – the other internal assessment is a research essay over some aspect of the civil rights era.

Each student is required to write an essay that places the civil rights movement in the historical context of United States and world history. Each student should choose one of the following contexts (listed below with some modifications to fit our purposes) and use a mix of primary sources and secondary literature to develop an argument showing the relevance of that context to the civil rights era. In some instances your essay may not be very much about the major events of the civil rights movement, though the movement should always clearly be in the frame. There is also scope within each context for you to focus your argument in a variety of directions—indeed, no two papers on any given context should bear more than a superficial resemblance to each other. I am also flexible on suggestions for other topics, given the dearth of civil rights literature in the Otago library or student's specific interests. All alternative topics must be cleared with me, however.

As always in a historical essay, your essay should have a clearly identifiable thesis, an overall argument, and evidence; opinions inadequately supported by historical evidence will receive a low grade. Emotionally-charged opinions should be avoided, as they generally too biased to be objectively written about or supported with evidence. Your essay must have footnotes or endnotes and a bibliography. **Be wary of internet sources**, as many are unreliable – make sure the information is properly cited and documented if taken from an internet source (**Wikipedia is not an acceptable source**). Acceptable sources include legitimate academic journals or the writings of professional historians when finding secondary sources, governmental or university publications, etc (when using a website, look for extensions like “.edu” “.ac” “.gov” and avoid “.com” or “.co”). When in doubt about a website or source, consult the instructor or your tutor.

The quality of the sources you use factors into your essay grade. Only use textbooks and encyclopedias for background information, not as sources for citation. You cannot write a legitimate academic essay using primarily basic reference books.

The essay must not exceed 3000 words (not counting notes and bibliography); please include a word count. **It is due at noon on Friday, April 27.**

The Contexts/Topics:

1) The civil rights era as a continuation of the Reconstruction era: the nineteenth century saw the enactment and limitations of Reconstruction, which one historian called “America’s unfinished revolution.” The civil rights era is often referred to as the “Second Reconstruction.” The civil rights movement can be understood as a continuation of or reaction to the broken promises of the Reconstruction era, or was it instead a more autonomous movement that owed more to twentieth century developments than continuities from earlier periods?

2) The civil rights era and the judiciary: much of the civil rights movement is remembered for the legal cases surrounding school desegregation, busing, employment discrimination, and other controversial issues. Examine the role that judges, lawyers and the courts played in the civil rights movement, and assess the efficacy of the courts in bringing about racial and social change (you can focus on one aspect if you wish, like voting, school segregation, housing, etc).

3) The civil rights era and the Congress: the legislative branch of American government was slower to act than the courts, but it also played a vital role in dismantling Jim Crow. Analyze the role that Congress played in ending legal segregation and tackling other civil rights and racial issues as well. It is important to remember the role that party divisions, regional attitudes, and the events and figures of the civil rights movement and American government itself all played in making Congress act the way that it did.

4) The civil rights era and the presidency: the executive branch played a major role in the civil rights movement, even before the major campaigns of the 1950s. How did the American presidency (as a constitutional office) and individual presidents shape and respond to the demands of people supporting and opposed to the rights of black Americans?

5) The civil rights era and federalism: The American federal system of government divides power between the national (federal) government and the states. Indeed, the cry of states’ rights was used by white southerners to oppose civil rights legislation and harkened back to the resistance to antislavery legislation before the civil war. However, other states also passed civil rights laws that provided protection to black Americans. Examine the role and conflict between the federal government and the states over the civil rights movement, and the role that states themselves played in helping or hindering the movement.

6) The civil rights era and the Cold War: the civil rights era was a period of major domestic change and upheaval, but it also occurred during the major foreign policy struggle of the Cold War. Examine how the Cold War and the civil rights movement influenced each other, and the role that America's antagonists, allies, and nonaligned countries all played in the public opinion battles of the civil rights era.

7) The civil rights era and Vietnam: the other major 1960s-era crisis of the United States was the Vietnam War, which like the civil rights era created major domestic upheaval. Examine how the two movements overlapped and were related to and influenced each other.

8) The civil rights era and the broader "rights revolution": the civil rights era was the first of the 1960s-era movements to trigger major social change (in part because of its organization and in part because it predated the 1960s). Other movements by oppressed and discriminated groups borrowed from the civil rights movement. Examine some of these movements (women, American Indians, gays and lesbians, Mexican-Americans, etc) and how they overlapped with or were influenced by the civil rights era.

9) The civil rights era and white southerners: it is important to remember that the white southerner must also be considered when examining the civil rights era. Long caricatured as an intractable "redneck" or demagogue, analyze the uses and accuracy of this stereotype. What were the varieties of resistance used by white southerners to oppose the civil rights movement, and were all white southerners opposed to it?

10) The civil rights era and white northerners (and westerners): the civil rights era also involved white northerners and westerners, as either active participants, indifferent observers, or somewhere in between. Later, black civil rights activists took their movement to northern communities as well. Analyze the role of white northerners and westerners in the civil rights movement, along with the role of the regions outside the American South in the broader nationwide civil rights movement.

11) The civil rights era and American liberalism: American liberalism (strongest in the Democratic Party but also with supporters in the Republicans as well) since the New Deal era had pushed the growth of the government in economic decision-making. Eventually, liberalism responded to the problem of race relations as well. Examine how American liberalism and its leading figures dealt with the civil rights movement, and the effect that race ultimately had on the liberal consensus that governed America since the 1930s.

12) The civil rights era and American conservatism: some argue the rise of the New Right in the 1970s can be traced wholly or in part to the white backlash against American liberalism in general and the demands of black Americans specifically. For example, Barry Goldwater's presidential race in 1964 and George Wallace's campaign in 1968 helped paved the way for Ronald Reagan's victory in 1980. Assess the role and importance of race in the shaping of the conservative resurgence of the late 1960s to 1980s and beyond.

13) The civil rights era and social class: one historian has said that if the civil rights era was the Second Reconstruction that gave black Americans their political rights, then a third one is needed to give them economic rights. The implication is that the attempt to address economic rights during the movement, such as through the War on Poverty other forms of activism, failed. Many forms of government assistance to the impoverished instead became tainted with negative racial and gendered stereotypes. Examine what role social class and poverty played in the civil rights movement, and how it affected the broader movement for racial change.

14) The civil rights movement and black power: the controversial outgrowth of the civil rights movement was black power, which many maligned as responsible for white backlash and the disintegration of the movement. Black power's defenders point to its longer-lasting and less tangible effect on black identity and culture. Analyze the short- and long-term successes, failures, and legacies of black power.

15) The civil rights movement and gender: recent scholarship has given attention to the both the role of women in the movement and the way that the movement was shaped by the constructions of gender. Examine the roles did women play in the civil rights movement and how their participation and presence shaped and affected the movement. Or, examine how constructions of gender shaped the civil rights movement and its course, including such issues as how masculinity and femininity were expressed and valued within the movement.

16) The civil rights movement and foreign movements: other countries have experienced similar movements for justice based on racial or ethnic solidarity. The Maori in New Zealand, the aborigines in Australia, and black South Africans against apartheid are just a few examples. Others have compared the racial identity and struggles of African Americans to persecuted religious minorities, such as Jews in Europe, Palestinians in the Middle East, or Catholics in Northern Ireland. Compare and contrast the American civil rights movement's aims and goals, along with tactics, victories, and failures (and respective movement leaders) to the same issues in a modern foreign movement by a persecuted racial, ethnic, or religious minority (or majority, depending on the group you choose).