



BETHANY
LUTHERAN COLLEGE

Spring 2013
HISTORY 450:
The Civil Rights Movement

Instructor: Dr. Ryan MacPherson
Honsey Hall 308
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Schedule:

Section A:
Tue/Thu, 10:30–11:45 a.m.
Honsey Hall 310

“Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear-drenched communities, and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty.”

Martin Luther King, Jr., “Letter from a Birmingham Jail” (1963)

Catalog Description:

This course examines the Civil Rights Movement in America from 1954 to 1973. Topics include the *Brown* decision, the Montgomery bus boycotts, the student movement, the northern urban housing crisis, differing strategies within and between the black and white communities, the transformation of national political parties, the woman’s liberation movement, affirmative action, and the relationship between religion and politics. *Credits:* 3. *Pre-requisites:* none.

Relation to Students’ Curricular Needs:

- *elective* for the B.A. in History and the History Minor
- *elective* for the B.A. in Broad Field Social Studies
- *elective* for the B.A. in Liberal Arts (History Concentration)
- *satisfies* the Cross-Cultural Awareness Requirement for all majors

Required Texts:

- Cheatham, Harold E., and Robert P. Green, Jr. *The American Civil Rights Movement: A Documentary History*. Manchester: Manchester University Press, 2009. ISBN 978-0-7190-7013-6. \$28.95.
- Dierenfield, Bruce J. *The Civil Rights Movement*. Rev. ed. New York: Pearson Longman, 2008. ISBN: 978-1-4058-7435-9. \$25.00.
- Estes, Steve. *I Am a Man!: Race, Manhood, and the Civil Rights Movement*. Chapel Hill: University of North Carolina Press, 2005. ISBN: 978-0807855935 . \$28.95.
- Howard-Pitney, David. *Martin Luther King Jr., Malcolm X, and the Civil Rights Struggle of the 1950s and 1960s: A Brief History with Documents*. Boston: Bedford/St. Martin’s, 2004. ISBN 978-0312395056 . \$15.12.
- Martin, Waldo E. *Brown v. Board of Education: A Brief History with Documents*. Boston: Bedford/St. Martin’s, 1998. ISBN 0-312-11152-5.
- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th ed. Chicago: University of Chicago Press, 2007. ISBN 0-226-82337-7. \$17.00.

Objectives of the College (OCs) Pertinent to This Course (*Catalog*, Aug. 2010, p. 6):

2. To demonstrate critical thinking and moral reasoning, oriented by objective standards consistent with Holy Scripture.
 3. To become responsible citizens, aware of social realities, through the study of American and world cultural heritage as well as contemporary social, economic, and political issues.
 6. To increase their ability to use written and oral English effectively.
 9. To acquire the necessary skills for achieving a satisfactory vocational adjustment. [Your *vocation* is how your station in life serves as a channel of God’s blessings to the people around you.]
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Program Learning Outcomes (PLOs) of the History Dept.

Concepts, Principles, and Understandings

- A1. To identify important leaders of the past, explain their values and goals, and evaluate their attempts to change their world.
- A2. To recognize the power of ideas (including political theories and theological convictions) and the role of institutions (government, military, church, corporations, etc.) in shaping historical developments and sustaining cultural identities.
- A3. To identify chief characteristics of the sciences, arts, reasoning, piety, and moral values of past world civilizations, objectively contrasting multiple cultural perspectives and historical interpretations, and recognizing how these still influence us today.
- A4. To describe the experiences and appreciate the contributions of less privileged members of society (ethnic and religious minorities, slaves, etc.), and to explain the social and economic relations between these groups and society's dominant individuals, institutions, and political ideals.
- A5. To summarize the human and physical geography of major world civilizations, from ancient times to the present.

Attitudes, Interests, and Appreciations

- B1. To formulate a broad, historical perspective on the unique development of American identity, in order to become a historically informed participant in present-day American and global civic life.
- B2. To distinguish political ideas whose significance is limited to particular historical conditions from those of more enduring, even eternal, significance (e.g., natural law principles).
- B3. To recognize the legitimate diversity found in American and world civilizations and explain the cultural contributions of various world cultures upon the development of the West.

Habits, Conduct, and Skills

- C1. To demonstrate an improvement in skills in analytical reading and writing, listening and public speaking, critical thinking, and moral reasoning concerning events of the past and their relation to present lives.
- C2. To apply critical thinking skills to the analysis of primary and secondary sources, including both written and visual media.
- C3. To polish with professional competence works of formal academic writing, including documentation in the accepted style of the discipline.
- C4. To demonstrate an ability to integrate multiple social studies disciplines (e.g., economics, political science, sociology, psychology) into the study of history.

Course Learning Outcomes (CLOs):

1. Identify important leaders of the Civil Rights Movement, explain their values and goals, and evaluate their attempts to change their world (cf. OCs 2, 3; PLO A1).
 2. Recognize the power of ideas (including political theories and theological convictions) and the role of institutions (government, church, corporations, etc.) in shaping the Civil Rights Movement and forging cultural identities in postwar America (cf. OCs 2, 3; PLOs A2, C4).
 3. Explain the background, development, and legacy of the Civil Rights Movement in America, analyzing the social categories of race, class, and gender in relation to cultural norms and political power (cf. OCs 2, 3; PLOs A4, B1, B3, C4).
 4. Distinguish transitory political rhetoric from enduring appeals to natural law among civil rights advocates and their opponents (cf. OC 2; PLO B2).
 5. Evaluate the actual attitudes and behaviors of American individuals and groups in relation to the political ideals of the American people, especially those expressed in the Declaration of Independence and Constitution (cf. OC 2; PLO B2).
 6. Compare the effectiveness of recognized movement leaders with rank-and-file popular protesters in transforming American society, and compare the significance of traditional political and legal activism with civil disobedience (cf. OCs 2, 3; PLOs A2, A4).
 8. Apply critical thinking skills to the analysis of primary and secondary sources, including both written and visual media, pertaining to the Civil Rights Movement (cf. OCs 2, 3, 9; PLO C2, C4).
 9. Demonstrate skills in analytical reading and writing, listening and public speaking, critical thinking, and moral reasoning concerning civil rights, past and present (cf. OCs 2, 3, 9; PLO C1).
 10. Polish with professional competence a formal academic research paper, including documentation according to the Turabian manual (cf. OCs 6, 9; PLO C3).
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Assessment Overview:

Class Participation	<u>8</u>	8
Biogr./Organization Report	8	
Document Report I	8	
Document Report II	<u>8</u>	24
	24	24
Exam I	16	
Exam II	16	
Exam III	<u>16</u>	48
	48	48
Project I	10	
Project II	<u>10</u>	20
	20	20
Total	<u>100</u>	100

93.34 -100.00	A
90.00 - 93.33	A-
86.67 - 89.99	B+
83.34 - 86.66	B
80.00 - 83.33	B-
76.68 - 79.99	C+
73.34 - 76.66	C
70.00 - 73.33	C-
66.67 - 69.99	D+
63.34 - 66.66	D
60.00 - 63.33	D-
00.00 - 59.99	F

Class Participation (focused on CLO 9, with frequent applications for CLOs 1-8):

Students are required to *earn* a “class participation grade” by maintaining punctual attendance with assigned texts at hand, completing assigned study questions and worksheets prior to class, actively participating in class discussions, and being absent no more than twice during the semester. Absences may be excused if a valid reason is supplied (such as a sports event for student athletes, or a prolonged illness). **However, student athletes, speech team members, or others who miss a substantial number of classes should realize that their grade likely will suffer as a consequence of not being present to learn alongside their classmates. Thus, even “excused” absences can result indirectly in lower grades.** The professor reserves the right to drop students from the class for excessive absences or habitually tardy attendance.

Biography of a Civil Rights Leader (CLO 1) / Civil Rights Organization Report (CLO 2):

Each student will complete *either* an organization *or* a biography report. About half of the students will prepare brief historical overviews of civil rights organizations, such as the NAACP or SCLC. About half of the students will prepare brief biographical overviews of civil rights leaders, such as James Farmer, Anne Moody, or Bob Moses. (Preeminent leaders, like Martin Luther King, Jr., will not be eligible subjects for this assignment, since they will be covered so thoroughly in our class readings.) The students’ work will be shared with their classmates to serve as a resource for the entire class. More information concerning these assignments will be provided in the course packet.

Document Reports (CLO 8-9, plus CLOs 1-7 depending upon topic):

Each student will read two specialized articles, not assigned to the rest of the class, and present an analysis to fellow students so that the class as a whole may be exposed to a broader selection of documents than any single student will have time to read. For a list of eligible articles and criteria concerning the oral presentation and one-page handout, see Document 1B in the course packet.

Exams (focused on CLO 8, with various questions encompassing CLOs 1-7):

This course is divided into three topical sections, each with an open-book, open-notes take-home exam consisting of few essay questions. The exams for Parts II and III of the course may include comprehensive questions that require students to draw from materials studied earlier in the semester. Students will have one week to complete each exam. The best answers will draw not only from the assigned readings, class lectures, and class discussions, but also from your fellow students’ reports on supplementary readings. Additional research is permissible but unnecessary.

When citing sources, follow the Turabian style manual for footnotes. No bibliography is required. The course packet may be referenced in a footnote as follows (here simulating a citation to page 4 of Doc. 13B in the Science 330 course packet *Distinguishing a Person from a Thing*, followed by a citation to pages 6

through 8 of the same document, followed by a citation to page 2 of Doc. 18A—note that the article title and the course packet information are each abbreviated after the first citation):

1. California State University, “Fair Use: Overview and Meaning for Higher Education,” in *Distinguishing a Person from a Thing*, ed. Ryan C. MacPherson (Mankato, MN: Bethany Bookstore, 2007), 13B.4.
2. California State University, “Fair Use,” 13B.6-8.
3. U.S. Dept. of Health and Human Services, “Tips on Informed Consent,” in *Distinguishing a Person from a Thing*, 18A.2.

Because this is an open-resource exam, special standards of honor apply. **Although you are free to use your book, your own notes, and any class handouts, and you also are encouraged to discuss the issues of this course with your classmates, it will be considered a plagiarism violation if you collaborate with anyone to formulate answers to exam questions.** The exam essays that you submit for a grade must be genuinely your own work.

Projects (CLOs 8-10, plus CLOs 1-7 depending upon topic):

Each student will complete two projects during the course of the semester. The instructor is still coordinating with outside parties to determine the exact nature of those projects. Following are two *possibilities*, but the instructor will inform the students later in the semester whether one, the other, or both of these possibilities materialize.

Possibility 1: Oral Interviews. Each student will interview one (or two) persons concerning the Civil Rights Movement and/or contemporary civil rights issues, and prepare a written report based on the oral interview. Class handouts and classroom instruction will provide further guidance in selecting persons to interview, securing their permission, guaranteeing accuracy, arranging for disposition of the interview report into an appropriate archive, and preparing the project for submission for possible publication.

Possibility 2: Freedom Summer 2014. Each student will research one (or two) aspects of Freedom Summer (1964) and prepare a written report suitable for publication to a commemorative website marking the 50th anniversary of Freedom Summer (1964–2014, i.e., a year and a half from now). Class handouts and classroom instruction will provide further guidance in selecting persons or events associated with Freedom Summer, conducting research, and preparing the project for submission for possible publication.

Timely Submission Policy:

Assignments are due at the beginning of class on the dates indicated below. *If a student anticipates difficulty completing an assignment on time, he or she should request a deadline extension well in advance of the due date.* This policy is intended to encourage planning and communication skills that will be helpful later in life. Generally, the less often and the longer in advance that a student requests a deadline extension, the more willing the professor will be to grant the request.

Unless a student has received a deadline extension, then the following late penalties will apply:

- a 5% grade deduction for submitting an assignment after the start of class, but prior to 4:30 p.m. on the due date; and,
- an additional 10% grade deduction for *each* additional school day that the assignment is late. (“School day” means Monday through Friday, excluding school holidays.)

Written assignments must be submitted in hard copy, not electronic format. An unstapled multi-page assignment will not be accepted; the standard late penalty will apply once the paper is stapled.

Plagiarism Policy:

Plagiarism may be defined briefly as the presentation of another’s original work as if it is one’s own, whether by copying exact wording, using similar phrasing, or pursuing a similar course of argument. Avoiding plagiarism in essays generally requires nothing more than giving credit where credit is due, by referring the reader to the original source and placing quotation marks around any copied language (see Turabian, *A Manual for Writers*, 77-80, for additional advice). Students who commit an act of plagiarism risk a failing grade for the assignment or exam and for the entire course, and even expulsion from the

college. The instructor will follow whatever due process policies are established by the college, both for the sake of the student and for the integrity of the college as an academic institution that respects the intellectual property rights of others.

This policy is not an idle statement. The professor has previously enforced it, with the result of one student failing an entire course and other students receiving zero credit for major writing assignments, which resulted in their final course grades dropping from the B and C range into the D range.

Patriotic Use of Cell Phones:

America's founding fathers recognized that the republican form of government embodied in the U.S. Constitution would secure the blessings of liberty and security only so long as the people of America acted responsibly. The founders thus spoke often of "civic virtue"—moral character that empowers a people to act with the best interests of their neighbors in mind. In the spirit of civic virtue, it is expected that students enrolled in this class will turn off their cell phones before class begins. If a cell phone rings during class, then the student possessing that phone will be expected to serve his or her fellow classmates by reciting, from memory, one of the ten amendments to the U.S. Constitution at the beginning of the next class period. The professor will begin by assigning the First Amendment when the first cell phone rings. If, due to unfortunate negligence on the part of the students, the class is interrupted by a cell phone as many as ten times during the semester, at least everyone will receive the consolation of hearing all ten amendments recited from memory. Students who feel nervous about the prospect of reciting an amendment from memory in front of their peers should be especially cautious not to become responsible for the fifth cell phone disturbance of the semester, since the Fifth Amendment—the longest of them all—contains 104 words. Those who believe that this consequence is too severe should be careful not to leave their cell phone turned on until after the seventh infraction, since the Eighth Amendment, the shortest of them all, consists of a mere 16 words. It is, after all, the Eighth Amendment that protects citizens from "cruel and unusual punishments."

History Resource Room:

Several professional periodicals and general textbooks that serve the history discipline are available for student browsing in the History Resource Room (Honsey Hall 113).

Syllabus Revisions:

The instructor may modify this syllabus during the semester should unusual circumstances arise. Generally, however, students can be confident that the policies and schedule will be followed closely.

SCHEDULE OF ASSIGNMENTS

INTRODUCTION

1. Discussion I: American Civil Rights
Discussion II: Syllabus; Assignment of Student Reports for Part I
Handout: Syllabus
Tue. 15 Jan.
 2. **Overview of the Civil Rights Movement** Thu. 17 Jan.
Readings: Declaration of Independence;
Dierenfield, xv–xxxvi;
Green and Cheatham, 211–14;
Martin, 238–40;
Howard-Pitney, 180–91
Discussion: Oral Interview Questions / Freedom Summer
(Previewing Projects I and II)
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PART I: THE ORIGINS OF THE CIVIL RIGHTS MOVMENT

3. **Jim Crow in Southern Society (ca. 1870–ca. 1900)** Tue. 22 Jan.
Readings: U.S. Constitution, Amendments XIII, XIV, and XV
Martin, 1–19, 42–60;
Cheatham and Green, 3–23;
Estes, 1–9
 4. **African American Activism before *Brown* (early 1900s)** Thu. 24 Jan.
Readings: U.S. Constitution (remainder);
Martin, 61–120;
Cheatham and Green, 24–48;
Dierenfield, 1–21
 5. **American Race Relations at Midcentury (mid 1900s)** Tue. 29 Jan.
Readings: Estes, 11–38;
Martin, 19–27
 6. ***Brown v. Board of Education* (1954)** Thu. 31 Jan.
Readings: Dierenfield, 22–28, 140–42;
Martin, 27–41; 121–68
Preview: Organization Report Instructions
 7. ***Brown v. Board of Education* (1954), continued** Tue. 5 Feb.
Readings: Martin, 168–98;
Cheatham and Green, 49–60
 8. **The Murder of Emmett Till (1955)** Thu. 7 Feb.
Readings: Dierenfield, 28–31;
Martin, 199–237;
Estes, 39–59
 9. **The Montgomery Bus Boycott (1955–1956)** Tue. 12 Feb.
Readings: Dierenfield, 43–53;
Cheatham and Green, 68–77;
Howard-Pitney, 1–30
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10. **The Little Rock Nine (1957)** Thu. 14 Feb.
Readings: Dierenfield, 32-40;
Cheatham and Green, 61-68;
Howard-Pitney, 31-56
11. **The Sit-In Movements (1960)** Tue. 19 Feb.
Readings: Dierenfield, 54-62;
Cheatham and Green, 78-92
Howard-Pitney, 57-72
12. **Civil Rights Organizations** Thu. 21 Feb.
Due: Overview of a Civil Rights Organization
Discussions: Review of Part I; Assignment of Student Reports for Part II
Handout: Exam on Part I

PART II: THE TRIUMPH OF THE CIVIL RIGHTS MOVEMENT

13. **The Freedom Riders (1961)** Tue. 26 Feb.
Readings: Dierenfield, 63-70, 144;
Cheatham and Green, 92-101;
Howard-Pitney, 73-101
14. **The Kennedy Factor (1960-1963)** Thu. 28 Feb.
Reading: Estes, chap. 3
Due: Exam on Part I
15. **The Albany Movement (1961-1962); Baker v. Carr (1962)** Tue. 5 Mar.
Readings: Cheatham and Green, 102-11
16. **James Meredith and the Battle of Oxford (1962)** Thu. 7 Mar.
Reading: Dierenfield, 71-80

Spring Break	No Class	Fri. 8 Mar.-Sun. 17 Mar.
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17. **Birmingham (1963)** Tue. 19 Mar.
Readings: Dierenfield, 80-86, 144-46;
Cheatham and Green, 111-18
Preview: Biography Report
18. **The March on Washington (1963)** Thu. 21 Mar.
Readings: Dierenfield, 87-95, 146-48;
Howard-Pitney, 102-16
19. **Mississippi (1962-1964) and Civil Rights Act (1964)** Tue. 26 Mar.
Readings: Dierenfield, 99-111, 151-53;
Cheatham and Green, 119-25

Easter Break	No Class	Thu. 28 Mar.-Tue. 2 Apr.
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20. **The Selma March (1965) and Voting Rights Act (1965)** Thu. 4 Apr.
Readings: Dierenfield, 112-24, 149-50;
Cheatham and Green, 126-47
Due: Project I

21. **Biographies of Civil Rights Leaders** Tue. 9 Apr.
Discussions: Review of Part II; Assignment of Student Reports for Part III
Due: Biographical Report
Handout: Exam on Part II

PART III: THE FRAGMENTATION AND LEGACIES OF THE CIVIL RIGHTS MOVEMENT

22. **Rivalries and Dissensions among Civil Rights Activists (1961–1967)** Thu. 11 Apr.
Readings: T.B.A.
23. **Malcolm X and Elijah Muhammad’s Black Nationalism (1963–1965)** Tue. 16 Apr.
Readings: Howard-Pitney, 117–135
Dierenfield, 148;
Estes, chap. 4
Due: Exam on Part II
24. **The Emergence of Black Power (1966)** Thu. 18 Apr.
Readings: Dierenfield, 127–35, 153–54
25. **Challenges in the Urban North (1966–1967)** Tue. 23 Apr.
Readings: Dierenfield, 136–37, 154–56;
Cheatham and Green, 148–64
Estes, chap. 5
26. **The Paradoxes of Vietnam (1966–1968)** Thu. 25 Apr.
Readings: Howard-Pitney, 136–79
Doc. 25A (Vietnam)
27. **From Black Power to the Black Panther Party (1966–1968)** Tue. 30 Apr.
Readings: Cheatham and Green, 164–75;
Estes, chap. 7
Due: Project II
28. **The Legacies of Dr. Martin Luther King, Jr. (1968)** Thu. 2 May
Readings: Cheatham and Green, 175–82
Estes, chap. 6
29. **The Rise and Decline of the Black Panther Party (1968–1972)** Tue. 7 May
Readings: T.B.A.
Handout: Exam on Part III
30. **Affirmative Action and the End of the Civil Rights Movement (1965–1978)** Thu. 9 May
Readings: Cheatham and Green, 183–210
31. **Interpretations and Conclusions** Tue. 14 May, 3:30–5:30 p.m.
Due: Exam on Part III
Student Reports: Projects I and II
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