

History 471/571
The Civil Rights Movement
Fall 2019
Tuesdays and Thursdays 12:00-1:20
Tykeson Hall 140

Professor Austin
Office: 301 McKenzie Hall
Office Hours: Tuesdays 1:30-2:30 and by appointment
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COURSE DESCRIPTION

This course explores the origins and development of the Modern Civil Rights Movement. It will examine the motivations and actions of people who helped advance the movement and authority figures who often sought to maintain the status quo. In addition to exploring the movement in the South, this course will also examine movement history in the urban North and West. Covering topics from voter registration and desegregation to women's roles and self-defense, this course offers students a comprehensive understanding of one of the most important social movements in American history.

Note on Course Structure: In a classroom context, the Civil Rights Movement is best understood by a combination of lecture, discussion, reading, and film viewings. Therefore, we will augment our work by watching and discussing video and audio recordings. While we will view and listen to these sources during some class sessions, to make the best use of our limited time together, some of the audio and video viewings will be assigned as homework. These home viewings will be given the same weight as your readings.

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

REQUIRED TEXTS (Graduate and Undergraduate) (All other readings on Canvas)

Anne Moody, *Coming of Age in Mississippi* (Delta Trade Paperbacks: New York, 2004)

Jeanne Theoharris and Komozi Woodard, editors. *Freedom North: Black Freedom Struggles Outside the South, 1940-1980* (Palgrave MacMillan: New York, 2003)

Malcolm X, *Autobiography of Malcolm X as told to Alex Haley* (Ballantine Books: New York, 1965, 1987)

Martha Biondi, *The Black Revolution on Campus* (Oakland: University of California Press, 2014)

GRADUATE STUDENTS ONLY:

Carol Anderson, *White Rage: The Unspoken Truth of Our Racial Divide* (New York: Bloomsbury, 2016)

Jeanne Theoharris, *A More Beautiful and Terrible History: The Uses and Misuses of Civil Rights History* (Boston: Beacon Press, 2018)

NOTE: Over the course of the semester, the instructor will occasionally post articles, videos, and other documents on Canvas.

Learning Objectives

1. Students will be able to recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
2. Students will be able to describe and analyze the origins and nature of the Civil Rights Movement
3. Students will be able to understand the motivations of Civil Rights activists
4. Students will be able to recognize the names and roles of individuals and organizations that helped propel the Civil Rights Movement.

GRADING

Attendance/Participation/Discussion: 30%

Attendance is mandatory. Each unexcused absence will lower a student's attendance score. Any student missing more than four class sessions will receive a zero for the attendance grade. Any student who misses more than four class sessions will receive an "F" for the course. Tardiness is strongly discouraged. Therefore, two (2) tardies is equal to one absence. More than three (3) tardies will result in the student losing all attendance points.

* **500-word responses** (*5 responses*). Based solely on the readings/homework, (completed prior to the class session), you will turn in a 500-word response to my prompt. These responses will be completed prior to the week's discussion in order to develop thoughtful dialogue from all. The response writing helps focus your energy towards critical reading and thinking, and allows you to think through your ideas through the act of writing. The 500-word limit means that you must plan, edit, and draft with precision and care. More details will be provided during class. (This exercise accounts for 10% of your participation grade.)

Discussion will follow a traditional seminar format. We will begin by focusing on the written responses to my prompt; students will chat in small groups and form positions and questions. We will then open the discussion class-wide. Groups will report out what they discussed. Following the reporting out, we will begin the formal discussion whereby everyone that speaks must first be able to summarize what was said prior and only then respond directly with a response or clarification question. This process ensures we all build deep listening skills while dialoguing with another; digging deeply into our work, and valuing questions (and what we don't know) more than answers (and what we assume we know). **Please note: Unless otherwise instructed, students must turn off all Cell phones, Ipods/Ipads, laptops, and other electronic devices during class.**

Midterm: 30%

The Midterm exam will be an in-class examination that covers material from the lectures, discussions and readings. We will view videos and listen to speeches and music during and outside of class and information from those sources may also appear on the exam. The Midterm will consist of identification and short answer questions.

Group Project: 10%

Students will be required to participate in a 3-person group project whereby they will create an audiovisual presentation. Students may choose any topic that focuses on the Civil Rights Movement as the subject of their presentation. Each presentation must be 10 minutes in length. The professor will provide more details about the group presentation at a later date. Presentations are due and will be shown to the class on **Thursday, December 5.**

FINAL EXAM Paper: 30%

Students will write a 10-page paper based principally on primary sources. The final paper will be due on **Tuesday, December 10** at 8:00 a.m. Graduate Students will write a 15-page paper to satisfy this requirement. At a later date, the instructor will provide additional details about how to write the paper, including how to incorporate quotations and citations. Graduate students: See instructor for additional details regarding grading percentages for your assignments. I will place this information in writing on the 510 Canvas Dashboard.

*Unless the instructor grants prior permission to do otherwise, all assignments are due by the due date. Each day a paper is late, it will be reduced by one letter grade. Failure to turn in an assignment will result in a zero for that assignment.

Grades are based on a 100-point scale and will be distributed as follows:

A+ 97-100

A 93-96.9

A-90-92.9

B+ 87 - 89.9

B 83 - 86.9

B-80 - 82.9

C+77-79.9

C 73-76.9

C- 70-72.9

D+ 67-69.9

D 63-66.9

D- 60-62.9

Anything below a 60 is an F.

GRADING POLICY

What follows is meant to help students understand the departmental consensus, to the degree that there is one, regarding the grading of individual assignments. Each faculty member in the Department of History, however, will have her or his own interpretation of this consensus.

It is the student's responsibility to attend closely to the course syllabus, assignment descriptions, oral indications in class and in conference, and written comments on graded assignments in order to gain a more precise understanding of the interpretation that guides a given course.

A+: Work of unusual distinction. Therefore, in the History Department, this grade is rarely awarded.

A: Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well executed and reasonably free of errors.

B: Work that satisfies main criteria of the assignment, and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.

F: Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assigned question.

Class Communication: Get in the habit of checking your UO email account and course Canvas site regularly as this will be our primary means of communication outside of class. Please be aware that I am often unavailable to respond to emails sent after 5:00 p.m. or on the weekend until the next weekday.

Inclement Weather: In the case of inclement weather, please check the UO homepage, UO Alerts Blog, and local weather stations for information on travel, closures and cancellations. If inclement weather makes traveling to campus difficult, we will notify you by email about whether we are holding class. Whether we decide to hold class, use your own judgment about the safety of traveling to campus.

Inclusion and Accessibility: If you have a documented need that necessitates accommodations in this course, please make arrangements to meet with me as soon as possible and request that a counselor at the Accessible Education Center send a letter verifying your requests.

Title IX Policy and Reporting Responsibilities: The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

If you wish to speak to someone confidentially—i.e. those not required to report—you can call 541-346-SAFE, UO's 24-hour hotline to be connected to a confidential counselor to discuss your options, as confidential counselors are not required reporters. You can also visit the SAFE website at <https://safe.uoregon.edu/services> for more information. Each resource is clearly labeled as either “required reporter,” “confidential UO employee,” or “off-campus,” to allow you to select your desired level of confidentiality.

Academic Misconduct: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of

information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

EMAIL ETIQUETTE: Please structure email correspondence properly and end your post with a professional salutation like sincerely, kind regards, best wishes or some other similar phrase, then sign your name. I will not reply to emails that begin with "Yo," "Hey," "Hey Prof," "Hey Doc," "Hi" with no one's name after it, "What's up," or other such unprofessional constructions, including ones that begin with no person being identified as the addressee. "Dear Dr. Austin," "Hi Professor Austin," "Greetings Dr. Austin," and "Hello Professor Austin" are all acceptable ways to open email correspondence. I will usually answer within 24 hours, though it can sometimes be sooner.

Cell phones, ipads, and other electronic devices have to be turned off during class.

WEEKLY SCHEDULE

Week 1

October 1

COURSE INTRODUCTION

October 3

CIVIL RIGHTS MOVEMENT BACKGROUND

Readings: Richard Dalfiume, "The "Forgotten Years" of the Negro Revolution," *The Journal of American History*, Vol. 55, No. 1 (Jun., 1968), pp. 90-106.

Lee Finkle, "The Conservative Aims of Militant Rhetoric: Black Protest during World War II," *The Journal of American History*, Vol. 60, No. 3 (Dec., 1973), pp. 692-713.

Louis Kesselman, "The Fair Employment Practice Commission Movement in Perspective," *The Journal of Negro History*, Vol. 31, No. 1 (Jan., 1946), pp. 30-46.
(Available on Canvas)

Week 2

October 8

THE ROAD TO BROWN

Genna Rae McNeil, "Charles Hamilton Houston: Social Engineer for Civil Rights," in Franklin and Meier, editors, *Black Leaders of the Twentieth Century*, pp. 221-240.
(Available on Canvas)

Excerpt from Richard Kluger, *Simple Justice*, pp. 315-346 (Available on Canvas)

October 10

NO CLASS

Professor Attending Conference in San Francisco, California

Week 3

October 15

FLASHPOINT!

View *The Untold Story of Emmett Louis Till*

Reading: Tim Tyson, excerpt from *The Blood of Emmet Till*, pp. 160-218
(Available on Canvas)

October 17

FLASHPOINT!

Montgomery Bus Boycott and Little Rock Desegregation Crisis

Readings: John A. Kirk, "The Little Rock Crisis and Postwar Black Activism in Arkansas," *Arkansas Historical Quarterly*, Vol. 66, No. 2 (July): 224-242

Derek Alderman, Paul Kingsbury, and Owen J. Dwyer, "Reexamining the Montgomery Bus Boycott Toward an Empathetic Pedagogy of the Civil Rights Movement," *The Professional Geographer*, Vol. 65, No. 1 (2013): 171-186

Homework: View Eyes on the Prize documentary, *Awakenings* (Available in Knight Library)

Week 4

October 22

SIT-INS AND THE BIRTH OF SNCC

Reading: SNCC Digital Project Web Portal

Homework: View Eyes on the Prize *Aint Scared of Your Jails* (Available in Knight Library)

October 24

SNCC

Exploration and critique of SNCC Digital Project Web Portal

Homework: View Eyes on the Prize *No Easy Walk* (Available in Knight Library)

Week 5

October 29

ANNE MOODY

Reading: *Coming of Age in Mississippi*---First half of book

Student-led discussions

October 31

ANNE MOODY

Reading: *Coming of Age in Mississippi*--2nd Half of Book

View and Discuss *Eyes on the Prize, Mississippi: Is This America?*

Student-led discussions

Week 6

November 5

Mid-term Exam

November 7

NO CLASS

Professor attending conference in Williamsburg, Virginia

Week 7

CIVIL RIGHTS IN THE NORTH

November 12

Freedom North, chapters 1 & 4

November 14

CIVIL RIGHTS IN THE NORTH

Freedom North, chapters 3 & 5

Week 8

November 19

THE LIFE AND TIMES OF MALCOLM X

Reading: *The Autobiography of Malcolm X*, Chapters 1-8

November 21

MALCOLM X

Reading, *The Autobiography of Malcolm X* Chapters 9-16

Week 9

November 26

MALCOLM X

Discuss and Critique Malcolm X Speeches, *Ballot or the Bullet* and *Message to the Grassroots* and others (provided by instructor)

November 28
NO CLASS
Thanksgiving Holiday

Week 10

December 3

STUDENT POWER

Black Revolution on Campus, chapters 2-4

Homework: View documentary, *Agents of Change: The Longest Student Strike in U.S. History*

On Kanopy in Knight Library <https://uoregon.kanopy.com/video/agents-change-2>

December 5

Group Projects Due

Final Exam Due December 10, 2019

The following suggestions will help you preserve academic integrity by avoiding situations where you might be tempted to cheat or you might be perceived to be cheating.

1. **ACKNOWLEDGE THE SOURCES THAT YOU USE WHEN COMPLETING ASSIGNMENTS:** If you use another person's thoughts, ideas, or words in your work, you must acknowledge this fact. This applies regardless of whose thoughts, ideas, or words you use as well as the source of the information. If you do not acknowledge the work of others, you are implying that another person's work is your own, and such actions constitute plagiarism. Plagiarism is the theft of another's intellectual property, and plagiarism is a serious form of academic misconduct. If you are ever in doubt about whether or not you should acknowledge a source, err on the side of caution and acknowledge it.
2. **AVOID SUSPICIOUS BEHAVIOR:** Do not put yourself in a position where an instructor might suspect that you are cheating or that you have cheated. Even if you have not cheated, the mere suspicion of dishonesty might undermine an instructor's confidence in your work. Avoiding some of the most common types of suspicious behavior is simple. Before an examination, check your surroundings carefully and make sure that all of your notes are put away and your books are closed. An errant page of notes on the floor or an open book could be construed as a "cheat sheet." Keep your eyes on your own work. Unconscious habits, such as looking around the room aimlessly or talking with a classmate, could be misinterpreted as cheating.

3. **DO NOT FABRICATE INFORMATION:** Never make up data, literature citations, experimental results, or any other type of information that is used in an academic or scholarly assignment.
4. **DO NOT FALSIFY ANY TYPE OF RECORD:** Do not alter, misuse, produce, or reproduce any University form or document or other type of form or document. Do not sign another person's name to any form or record (University or otherwise), and do not sign your name to any form or record that contains inaccurate or fraudulent information. Once an assignment has been graded and returned to you, do not alter it and ask that it be graded again. Many instructors routinely photocopy assignments and/or tests before returning them to students, thus making it easy to identify an altered document.
5. **DO NOT GIVE IN TO PEER PRESSURE:** Friends can be a tremendous help to one another when studying for exams or completing course assignments. However, don't let your friendships with others jeopardize your college career. Before lending or giving any type of information to a friend or acquaintance, consider carefully what you are lending (giving), what your friend might do with it, and what the consequences might be if your friend misuses it. Even something seemingly innocent, such as giving a friend an old term paper or last year's homework assignments, could result in an allegation of academic misconduct if the friend copies your work and turns it in as his/her own.
6. **DO NOT SUBMIT THE SAME WORK FOR CREDIT IN TWO COURSES:** Instructors do not give grades in a course, rather students earn their grades. Thus, instructors expect that students will earn their grades by completing all course requirements (assignments) while they are actually enrolled in the course. If a student uses his/her work from one course to satisfy the requirements of a different course, that student is not only violating the spirit of the assignment, but he/she is also putting other students in the course at a disadvantage. Even though it might be your own work, you are not permitted to turn in the same work to meet the requirements of more than one course. You should note that this applies even if you have to take the same course twice, and you are given the same or similar assignments the second time you take the course; all assignments for the second taking of the course must be started from scratch.
7. **DO YOUR OWN WORK:** When you turn in an assignment with only your name on it, then the work on that assignment should be yours and yours alone. This means that you should not copy any work done by or work together with another student (or other person). For some assignments, you might be expected to "work in groups" for part of the assignment and then turn in some type of independent report. In such cases, make sure that you know and understand where authorized collaboration (working in a group) ends and collusion (working together in an unauthorized manner) begins.
8. **MANAGE YOUR TIME:** Do not put off your assignments until the last minute. If you do, you might put yourself in a position where your only options are to turn in

an incomplete (or no) assignment or to cheat. Should you find yourself in this situation and turn in an incomplete (or no) assignment, you might get a failing grade (or even a zero) on the assignment. However, if you cheat, the consequences could be much worse, such as a disciplinary record, failure of the course, and/or dismissal from the University.

9. **PROTECT YOUR WORK AND THE WORK OF OTHERS:** The assignments that you complete as a student are your "intellectual property," and you should protect your intellectual property just as you would any of your other property. Never give another student access to your intellectual property unless you are certain why the student wants it and what he/she will do with it. Similarly, you should protect the work of other students by reporting any suspicious conduct to the course instructor.

10. **READ THE COURSE SYLLABUS AND ASK QUESTIONS:** Many instructors prepare and distribute (or make available on a web site) a course syllabus. Read the course syllabus for every course you take! Students often do not realize that different courses have different requirements and/or guidelines, and that what is permissible in one course might not be permissible in another. "I didn't read the course syllabus" is never an excuse for academic misconduct. If after reading the course syllabus you have questions about what is or is not permissible, ask questions!