

The required texts (*Better Day Coming* and *Voices of Freedom*) can be purchased at the UFV Bookstore; three copies of each are also available on reserve at the library, Abbotsford campus (two copies on two-hour and one copy on one-day reserve). The articles assigned are available electronically, through the library's full-text data bases. If you encounter a problem in getting access to an assigned text, please let me know as soon as possible. The documentary films will be screened in class and are available at the UFV library, on one-day reserve.

FORMAT: This course combines lectures, screening of documentaries, and class discussion of assigned readings and films/documentaries.

CLASS CONDUCT: Respect for others and for others' opinions is expected at all time in the classroom. Behaviours disruptive of others' learning (including the use of cell phones during class time or tardiness) are to be avoided. The use of laptops for course-related purposes only should be as un-disruptive as possible.

HOW TO REACH ME: Typically, I check my email more often than my voice mail, so if you have a quick question or message for me, your best bet is email. To discuss class material, including assignments, I prefer a one-on-one conversation during my office hours, after class, or by appointment.

ASSIGNMENTS:

Attendance and Class Participation (5%)

I expect students to participate actively in class discussion. Therefore, the readings assigned for each week should be done prior to our meetings and students should come to class ready to contribute to the class discussions. Although only 5% of the final grade is assigned to participation, it is obviously to everyone's advantage that we all contribute to making this course a dynamic and interactive learning environment. Participation in the class discussion should reflect that you have read the material assigned for each week and thought about the issues raised by the readings.

I will allow one un-penalized absence for ill health or a personal/family emergency over the course of the semester. For the remaining 12 weeks, I will assess participation marks as such:

- you will receive 5/5 if you contribute to class discussion on a regular basis, and if your contribution is visibly informed by the assigned readings;
- you will receive 2.5/5 if you offer informed contribution to class discussion some of the time;
- you will receive 0/5 if you never, or only occasionally, contribute to class discussion, or if your contribution is obviously uninformed by the assigned readings.

Précis on assigned reading and question for discussion (2 x 10%)

This assignment consists of a one-page (250-300 words) summary of an assigned article, accompanied by a question that the essay raises for discussion. The articles that can be used for this assignment are marked by an asterisk in the list of weekly topics and readings below. Only one précis/question per week will be accepted. They are due on the day that the reading is discussed in class: the précis should be handed in by the end of class, but the question should be submitted to me by email by noon on Wednesday (I'd like to see ahead of time what questions students want to raise for discussion). These short assignments, which are meant to stimulate class discussion by encouraging close engagement with the material, will not be accepted late or if you miss class. For a description of what is expected in a précis, see Mary Lynn Rampolla (6th edition), section 3b-1, p. 24.

Formatting of the précis:

- Print your name and date on the top of the 1st page; no title page is necessary.
- The text should be double-spaced, in a Times New Roman 12 point font, and paginated.
- References to page number should be provided in a parenthesis at the end of the sentence, or paragraph. No bibliography is necessary for this short essay. It should be evident from your text which reading you are summarizing.
- The total number of words should be written at the end of your essay (in Microsoft Word, the Word Count function is found under "Tools").

Film Review (15%)

A number of documentary films will be screened in class. They range from 30 to 110 minutes, but all address important aspects of the history of the civil rights movements. Each film also conveys a particular perspective on its subject. Your task in this assignment will be to present a critical review of one of the films in a 4-5 page paper. What are some of the main themes presented in the film? What is the perspective adopted by the filmmaker? Based on your knowledge of the event(s) covered in the film (from what you've read in Fairclough, for instance, or in one of the more specialized assigned readings), does the film do justice to the topic? (For an expanded explanation of how to approach a film review, see Rampolla, 3b-4, p. 28.) Your review should be a maximum of 1,250 words long (4-5 pages). The same formatting specifications as for the précis apply, but please include full references to your sources in footnotes or endnotes (rather than using parenthetical references). The film review will be due one week after the in-class screening date.

Historiographic Essay: proposal (10%) and final paper (30%)

In addition to our week-to-week study of the movement, you will have the opportunity to conduct an individual research on one aspect of the history of the civil rights movement. As explained in Rampolla's *Pocket Guide* (6th edition, section 3b-6), "a historiographic essay is one in which the writer, acting as a historian, studies the approaches to a topic that other historians have taken. When you write a historiographic essay, you identify, compare, and

evaluate the viewpoints of two or more historians writing on the same subject” (p. 33). The following topics could be investigated, as well as a number of other topics:

- the role of armed self-defense in the South at the height of the “non-violent” phase of the movement
- struggle for racial justice in the North in the 1940s and 1950s
- the legacy of the *Brown* decision
- the role of the federal government as an “ally” in the struggle
- the role religion played in (and against) the movement for desegregation
- and lots more ...

The essence of a historiographic essay is to acquaint oneself with new, changing, or contrasting examinations of a topic, and to synthesize findings in an essay format.

The steps by which this research assignment will proceed are as follow:

- week 2: a librarian will come to our class to introduce some of the most helpful research tools for this kind of research. You will be expected to familiarize yourself with *America: History and Life*.
- week 6 (after the reading break): you will be asked to submit a one-page proposal that introduces the topic you wish to examine, and a preliminary bibliography of 5-6 main titles (worth 10% of the final grade). Monographs (specialized, book-length studies) and articles published in peer-reviewed journals should constitute the bulk of your sources. You are encouraged to consult book reviews to ascertain the relevance and usefulness of specific books to your study, but reviews do not count as a main source of information.
- weeks 8 & 9: I will schedule one-on-one appointments with you to go over your proposal.
- week 13: the final paper (2,500-3,000 words) will be due (worth 25%).

Formatting:

- Please include standard title page.
- The text should be double-spaced, in a Times New Roman 12 point font.
- Use footnotes or endnotes, and include a bibliography (both formatted according to the Chicago Style). See Rampolla or the relevant Writing Center handout for detailed information on how to format your notes according to the Chicago Manual of Style.
- Paginate your essay and write the total number of words at the end of your essay.

Final Exam (25%)

The exam will ask you to synthesize, in an essay format, some of the main issues covered during the semester. There will also be terms to identify. Lectures, assigned readings, and films and documentaries screened in class will all be relevant to your preparation for the final. Therefore, keeping with the reading and attending classes on a regular basis is critical to you doing well on the final. I will distribute a review sheet on the last day of class to guide your studying. To give you an idea of what the essay questions might look like, a list of essay questions the last 370 class had to study for the final exam is included at the end of this syllabus.

WEEKLY TOPICS AND READINGS

1. January 13 Introduction:

- Intro to the course (mechanics, major themes, definition)
- Students' introduction
- The Great Migration and its aftermath: in-class screening: *Goin' to Chicago* (71 min.)

2. January 20 "Accommodation," Protest and Separation: 1865-1918

Fairclough, preface, chapters 1, 3-6

Library Research workshop

3. January 27 Miscegenation, Lynching, Southern Culture, and American Justice

Fairclough, chapter 2; in chapter 7, pp. 133-140.

Voices of Freedom, prologue and chapter 1

Joanna Grossman, "The Fortieth Anniversary of Loving v. Virginia," Parts I and II,

FindLaw, May 30 and June 12, 2007 at

<http://writ.news.findlaw.com/grossman/20070530.html> and

<http://writ.news.findlaw.com/grossman/20070612.html>

*Peggy Pascoe. "Miscegenation Law, Court Cases, and Ideologies of 'Race' in Twentieth-Century America," *Journal of American History* 83, 1 (June 1996): 44-69

In-class screening: *Eyes on the Prize*, Episode 1, "Awakenings" (1st part, Emmett Till, 30 min.)

Rampolla, Section 3b-4, "Film reviews" (pp. 28-31)

Additional readings:

Doug Linder, "'The Scottsboro Boys' Trials, 1931-1937 at

<http://www.law.umkc.edu/faculty/projects/FTrials/scottsboro/scottsb.htm>

Doug Linder, "U.S. vs Cecil Price et al. ("Mississippi Burning" Trial)", 1967 at

<http://www.law.umkc.edu/faculty/projects/ftrials/price&bowers/price&bowers.htm>

Caleb Groos, "Emmett Till, Other Civil Rights Cold Cases to Get Fresh Look?" at

<http://blogs.findlaw.com/blotter/2009/07/emmett-till-other-civil-rights-cold-cases-to-get-fresh-look.html>

David Garrow, "Unfinished Business" at <http://www.latimes.com/news/opinion/la-op-garrow8jul08,0,2578082.print.story?coll=la-opinion-rightrail>

4. February 3 Turning Points: Depression-Era Radicalism, World War II and the onset of the Cold War

Fairclough, in chapter 7, pp. 141-159; in chapter 8, pp. 160-69; in chapter 9, pp. 181-197; in chapter 10, pp. 206-218

*Robin D. G. Kelley, "'We Are Not What We Seem': Rethinking Black Working-Class Opposition in the Jim Crow South," *Journal of American History* 80, 1 (June 1993): 75-112

*Robert Korstad and Nelson Lichtenstein, "Opportunities Found and Lost: Labor, Radicals, and the Early Civil Rights Movement," *Journal of American History* 75, 3 (December 1988): 786-811

5. February 10 Balance Sheet: The long struggle for a "better" education

Fairclough, in chapter 8, pp. 169-179; in chapter 9, pp. 197-201; in chapter 10, pp. 203-206, 218-225

Voices of Freedom, chapters 3, 7, 26 and 30

Clayborne Carson, "Two Cheers for *Brown v. Board of Education*," *Journal of American History* 91, 1 (June 2004): 26-31

*Mary L. Dudziac, "*Brown* as a Cold War Case," *Journal of American History* 91, 1 (June 2004): 32-42

Charles Payne, "'The Whole United States Is Southern!': *Brown v. Board* and the Mystification of Race," *Journal of American History* 91, 1 (June 2004): 83-91

In-class screening of *Eyes on the Prize*, Episode 2, "Fighting Back" (50 minutes)

UFV Reading Break

The proposal and bibliography for the historiographic essay are due after the Reading Break, on February 24

**6. February 24 Religion and Leadership in the Mass, Non-Violent Movement
(Montgomery Bus Boycott and the Sit-ins; SCLC and SNCC)**

Fairclough, chapter 11

Voices of Freedom, chapters 2 and 4

Martin Luther King, Jr., "Loving Your Enemies." Sermon delivered at Dexter Avenue Baptist Church, Montgomery, Alabama, 17 November 1957. Available electronically (in audio and text format) on the Martin Luther King, Jr., Research and Education Institute website. Under "King Resources," go to "King's Speeches and Sermons," then select the speech which is listed by chronological order. You may also access the speech directly at http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_loving_your_enemies

*David Chappell, "Religious Revivalism in the Civil Rights Movement," *African American Review* 36, 4 (2002): 581-595

*Jane Dailey, "Sex, Segregation, and the Sacred after Brown," *Journal of American History* 91, 1 (June 2004): 119-144

Clayborne Carson, "Martin Luther King Jr.: Charismatic Leadership in a Mass Struggle," *Journal of American History* 74 (September 1987): 448-454

*Belinda Robnett, "African-American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization," *American Journal of Sociology*, 101, 6 (May 1996): 1661-1693

In-class screening of *Eyes on the Prize*, Episode 1, "Awakenings" (2nd part, Montgomery Bus Boycott, 30 min.), Episode 3, "Ain't Scared of Your Jails" (1st part, sit ins, 30 min.), and excerpts of "*Nashville: 'We Were Warriors'*"

7. March 3 The Potential and Limits of "Moral" Power: From the Freedom Rides to the Civil Rights Act of 1964, from Albany to Birmingham

Fairclough, in chapter 12, pp. 249-256, 266-271; in chapter 13, pp. 273-282

Voices of Freedom, chapters 5-6, 8, 10-11

In-class screening of *Eyes on the Prize*, Episode 3, "Ain't Scared of Your Jails" (2nd part, Freedom rides, 30 min.) and Episode 4, "No Easy Walk" (From Albany to Birmingham, 60 min.)

8. March 10 The Vote and Inter-racial (Dis)Unity in “the Movement”: 1961-65

Fairclough, in chapter 12, pp. 256-266; in chapter 13, pp. 282-293

Voices of Freedom, chapters 9, 12-13

*Akinyele Umoja, “1964: The Beginning of the End of Nonviolence in the Mississippi Freedom Movement,” *Radical History Review*, 85 (Winter 2003): 201-226.

In-class screening of *Freedom on My Mind* (1994; 110 min.)

9. March 17 Black Nationalism in the mid-60s and since

Fairclough, in chapter 14, pp. 295-300, 304-321

Voices of Freedom, chapters 14-16, 18, 20, 23, 27

*Michael O. West, “Like a River: The Million Man March and the Black Nationalist Tradition in the United States,” *Journal of Historical Sociology* 12, 1 (March 1999): 81-100.

In-class screening: *Eyes on the Prize II*, Episode 7, “The Time Has Come, 1964-1966” (60 min.)

10. March 24 Chicago: Residential Segregation and the 1966 Campaign

Fairclough, in chapter 14, pp. 300-304,

Voices of Freedom, chapter 17

*Arnold R. Hirsch, “Massive Resistance in the Urban North: Trumbull Park, Chicago, 1953-1966,” *The Journal of American History* 82, 2 (Sept. 1995): 522-550.

In-class screening: *Eyes on the Prize II*, Episode 8, “Two Societies” (part I, Chicago, 30 min.)

11. March 31 The end of an era: Vietnam, Detroit, the Memphis strike, and the Assassination of King (1967-68)

Voices of Freedom, chapters 19, 21, 24-25

Martin Luther King, Jr., "Beyond Vietnam: A Time to Break Silence." Riverside Church, New York City, April 4, 1967. Transcript available at http://mlk-kpp01.stanford.edu/kingweb/publications/speeches/Beyond_Vietnam.pdf; hear the speech (55 min.) at: http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_beyond_vietnam/

*Adam Fairclough, "Martin Luther King, Jr. and the War in Vietnam," *Phylon* 45, 1 (1984): 19-39.

Vincent Harding, "Beyond Amnesia," *Journal of American History* 74, 2 (1987): 469-476

In-class screening: *At the River I Stand* (56 min.)

12. April 7 Affirmative Action and Local Political Power

Fairclough, chapter 15

Voices of Freedom, chapters 22, 29, 31

*Thomas Sugrue, "Affirmative Action from Below: Civil Rights, the Building Trades, and the Politics of Racial Equality in the Urban North, 1945-1969," *Journal of American History* 91, 1 (June 2004): 145-173

*Roger Biles, "Black Mayors: A Historical Assessment," *Journal of Negro History* 77, 3 (Summer 1992): 109-125

*Manning Marable, "The Black Radical Congress: Revitalizing the Black Freedom Movement," *Black Scholar* 28, 1 (1998): 54-70

*Paulette Pierce, "The Roots of the Rainbow Coalition," *Black Scholar* 19, 2 (April 1988): 2-16 [This article is not available electronically. It has been put on two-hour reserve at the library.]

In-class screening: *Eyes on the Prize II*, "The Keys to the Kingdom," (part II, Atlanta's Affirmative action and Bakke, 30 min.) and "Ain't Gonna Shuffle No More" (part II, Gary Convention, 30 min.)

13. April 14 The Obama 2008 Campaign: “Performing Whiteness” or “The End of White Politics”?

Charles P. Henry, “Obama ’08—Articulate and Clean,” *The Black Scholar* 38, 1 (Spring 2008): 8-16

Charles P. Henry, “Is Barack Obama the End of White Politics?” *The Black Scholar* 38, 4 (Winter 2008): 6-10

370 Final Exam: sample essay questions.

A social movement can be defined as a collective and sustained attempt to change the social order. According to Aldon Morris, the ten year period between the mid-50s and mid-60s, when “mass confrontations were widespread and sustained over a long period of time” (xi), provides the classic example of such a movement. Yet, as Adam Fairclough documented in *Better Day Coming*, a “long tradition of protest” against racism exists among African Americans. Reviewing the main leaders and events that influenced the struggle against racial injustice from the 1890s to the late 1940s, and working with Morris’s definition, answer the following question: Was there a (or more than one) “social movement(s)” for racial change prior to the 1950s? What impact did anti-racist activism have on the American racial order in the first half of the century?

Between the Montgomery Bus Boycott of 1955 and the Birmingham campaign of 1963 a broad coalition of civil rights organizations systematically attacked Jim Crow segregation in the South. Describe the main strategies used by civil rights activists, the movement’s strength during this period and its main victories.

Racial inequality in education and in employment remains to this day realities that America must confront. Why do you think the civil rights movement failed to accomplish the full and equal integration of American-Americans in these important areas? Include in your answer attempts made to address these issues, as well as your analysis of why they may have failed.

Explain the impact that the virulent anti-communism that dominated American society during the Cold War (from the late 1940s to the 1960s) had on the struggle for civil rights.

The 1964 Freedom Summer occupies a central place in the history of the movement. Explain its goals and strategies, achievements, and impact on the struggle for racial freedom.

As explained by James Cone, Black Nationalism represents one of “the two great resistance traditions in African-American history.” What are its main characteristics and historical manifestations (groups, leaders) and how does this philosophy differ from the integrationist tradition? In your views, was there an issue (or set of issues) that particularly called for a nationalist assertion of Black Power in the 1960s?