UNIVERSITY OF THE FRASER VALLEY

UPAC FORM #2 (Page 1)

COURSE IMPLEMENTATION DATE:	January 1997
COURSE REVISED IMPLEMENTATION DATE:	September 2009
COURSE TO BE REVIEWED:	September 2011
(Four years after UPAC final approval date)	(MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **History**

HIST 370	N/A	4
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

The American Civil Rights Movement

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course examines the African-Americans' struggle for racial justice, from the 1930s to the 1960s, and of recent historiographical debates in the field. Topics will include the use of nonviolence as a strategy for social change; armed resistance and black nationalism; the place of religion in the struggle for, and resistance to, integration; gender dynamics and other tensions within the movement; the role of white allies and the federal government; the impact of the Cold War on civil rights debates; and northern racism. Special attention will be paid to popular and academic representations of the movement.

PREREQUISITES: Nine credits of lower-level history or 45 university-level credits. Familiarity with the basic skills of historical inquiry is expected.

COREQUISITES:

SYNONYMOUS COURSE(S)

(a) Replaces: _____ *(Course #)*

(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **60**

STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:	**30**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION

LENGTH OF COURSE: _____

HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **30**

EXPECTED FREQUENCY OF COURSE OFFERINGS: **Every second year**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Dr. Sylvie Murray

Chairperson: Raymond Welsh *(Curriculum Committee)*

Department Head: Robin Anderson

Dean: Dr. Eric Davis

UPAC Approval in Principle Date:

UPAC Final Approval Date: May 22, 2009

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

1. Identify the major events and participants in the history of the modern civil rights movement as it evolved from the 1930s to the late 1960s.
2. Interpret the historiography of the civil rights movement , including the developments and trends in historians' approaches to the subject.
3. Critically examine the sources available for the study of recent history (including oral history and television footage).

METHODS:

1. Lectures to provide historical and historiographical background.
2. Presentation of films and videos (screening will take place during or outside class time.
3. Class discussions of assigned readings and other material (seminars).

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Exam.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Juan Williams, Eyes on the Prize: America's Civil Rights Years (Penguin Books, 1987) – companion to the documentary
Adam Fairclough, Better Day Coming: Blacks and Equality, 1890-2000 (Penguin Books, 2001)
Coursepack (will include primary documents and essays/articles)
Mary Dudziac, Cold War Civil Rights : Race and the Image of American Democracy (Princeton University Press, 2000)
Thomas F. Sugrue, The Origins of the Urban Crisis : Race and Inequality in Postwar Detroit (Princeton University Press, 1996)

Documentaries:
Goin' to Chicago (1994)
Eyes on the Prize (PBS documentary series, 1987)
Freedom on my Mind (1994)
At the River I Stand (1993)

SUPPLIES / MATERIALS:

N/A

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Attendance and participation in class discussion: **15%**
Précis of assigned readings (250 words): 3 x 5% = **15%**
The "précis" consists of a one-page critical summary of an assigned essay or article, identifying the author's main argument, sources of weaknesses/strengths of the argument. (Weeks 2-7)

Primary source analysis (250 words): 2 x 5% = **10%**
The analysis will compare 2 primary sources assigned for any one week, identifying the context/purpose of their production and the perspectives that they shed on the topic considered. (Weeks 2-7)

Book review (1000-1250 words): **20%**
Critical analysis (argument, sources, significance, strengths/weaknesses) of one of the 2 monographs assigned in weeks 10 and 11.

Research project – Part I: **15%**
Part II: **25%**
The research project consists of 2 related parts. Part I will present a critical review of a sample of college- and university-level Syllabi on the history of the movement. What narrative of the movement is presented? What elements are emphasized at the expense of others? How much variation or commonality exists among courses? In Part II, students will be asked to create a "lesson plan" for one week of a 13-week course; the lesson plan will include a detailed presentation of the topic, a list of suggested readings (with précis), a bibliography of the works consulted to prepare the lesson, and an explanation of how the topic would fit in a 13-week course." This exercise will necessitate familiarization with historical literature on the topic, which can be found in the UCFV library as well as through electronic and internet sources.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

The course will proceed in two stages. First, we will acquaint ourselves with the major events and the traditional historiographical narrative of the movement, with its emphasis on the mass grassroots nonviolent protests that occurred throughout the South in the decade following the landmark Brown decision of 1954. The traditional narrative has been framed chronologically at one end by the Brown decision and the Montgomery Bus Boycott of 1955-56, and at the other end by the Civil Rights and Voting Rights Acts of 1964-1965 and the rise of Black Power which rejected the integrationist and non-violent dream that Martin Luther King Jr. so eloquently articulated for the mainstream movement. Recent scholarship has challenged this traditional narrative and will be examined in the second part of the course. Greater attention to racial protests in the 1930s and 1940s has brought historians to rethink the beginning and origins of the movement. A better appreciation of the impact of international politics (namely, Cold War pressures) on the federal government's response to the movement has modified our understanding of the forces that brought about key judicial and legislative achievements. The role that armed resistance played in the so-called nonviolent movement is being rediscovered and the roots of Black Power reassessed. The fact that the Brown's promise of integration in education failed to be realized is a topic of great debate—especially as we celebrated its 50th anniversary in May 2004—and has led to a sober reassessment of the impact and significance of the decision. Finally, new work on the history of urban poverty in the north will be examined in order to provide some historical perspective on a very important contemporary problem, as well as a counterpart to the southern-based story of American racism.

Throughout this historical and historiographical analysis of "the movement" we will pay special attention to its representation in the mass media. We will look at the influence that national television and print media had on the strategies and outcomes of the struggle in the 1950s and 1960s. Also, historical documentaries, which make extensive use of contemporary media footage, will be a key resource for this course.

1. Introduction: The African-American experience in the twentieth century

Part I. "The Movement": 1954-1965
2. Beginnings: The Brown decision and the Montgomery Bus Boycott
3. Youthful energy: SNCC's militancy and tensions within the movement
4. Climax: 1963 Birmingham campaign, March on Washington, and Civil Rights Act of 1964
5. Crisis: The Voting Rights campaigns of 1964-65
6. Black nationalism
7. 1966-68: Chicago, Vietnam, and the Memphis strike

Part II: The Movement Revisited
8. New Beginnings? the 1930s and 1940s
9. Brown: a sober 50th anniversary celebration
10. The impact of the Cold War on civil rights debates
11. Armed resistance
12. Northern racism

13. Review and conclusion