

The History of the Civil Rights Movement  
His 20106-01  
Kauke Hall 035  
TR 2:30-3:50 pm  
Spring 2018

Prof. Shannon King  
Off. Kauke Hall 114  
Off. hrs. M: 1:30-3pm  
W: 2-3:30

**Course Description:** This course examines the Black Freedom Movement (BFM), from the New Deal to the mid-1970s. The goals of this course are to use Civil Rights writings and scholarship as a vehicle for students to think about the production of history and the writing process, learn and use different historical approaches, and produce their own polished piece of writing. The final paper will reflect their historical understanding of the BFM showcasing their expertise in historical methods and their development in proposing and supporting their thesis.

**Format:** Attendance and participation during class meetings are mandatory (35%). As part of your attendance and participation grade, beginning week six, two or more students will lead discussion on assigned readings, and students must write at least 5 blogs on issues relevant to the course. More than 3 unexcused absences, as well as a pattern of tardiness, will result in a lowered final grade. Students will write a proposal for their research paper (choose 3 potential topics and devote one paragraph to each, include and 2 to 3 sources per topic); and 2 drafts of final paper worth a total of 20% (the first at least half length and second full length); the 2nd draft will be presented during weeks 15 and 16. In addition, students will complete two essays, the first a historiographical and the 2<sup>nd</sup>, a book review, each from 700 to 900 words (20%). The final paper (25%) will be 12-15 pages in length (at least 10 sources, five of which must be primary sources); this final essay will be a research paper based on topics chosen by students. Since the topic is chosen in advance and it is a research project, students are required to turn in the paper on May 10 by noon (via e-mail). All writing assignments must be double spaced, 1" margins, and in 12 point font (Times New Roman).

### **Classroom Expectations:**

Students are expected to read and to be prepared for participation in class discussion during each meeting. Engagement with the material must be based on, but not limited to, the readings and other assigned source material (this, of course, does not include wikipedia).

### **Written Assignments:**

This course fulfills in part the writing requirement for graduation. Historical writing, like other forms of writing, is a process. As such, we will discuss different elements of the writing process, such as brainstorming, outlining, note taking, and drafting. One of your assignments—2<sup>nd</sup> draft of the long paper—will be peer reviewed. For the final essay, you must either write a research paper or a historiographical essay. Using your historical understanding of the past, students are expected to have a thesis (major point/position), evidence or support (source material), and an analysis of the evidence that proves or substantiates their position. If you choose to write a historiographical essay for your final essay, you need between 7 to 10 secondary sources. All assignments must be submitted on time; failure to do so will result in a lowered grade for the assignment.

Students are expected to use lectures, primary sources, and other source material from

class for their essays. Additional scholarly material can be used, but it must derive from scholarly journals and books. Information from Wikipedia is *not* acceptable. Students are, however, permitted to use primary documents from websites. If this is the case, students must properly cite the website. This course will be run by an honor system, by which I trust you will abide. However, if I am given cause to believe that you have presented me with work that in good faith cannot be called your own, I will adhere strictly to the procedures listed under the “Code of Academic Integrity” (<http://www.wooster.edu/policies/coai.pdf>) as specified on The College of Wooster’s website. If you are unclear about how to cite sources properly, you should make an appointment to meet with me or work with someone in the Writing Center on campus.

Historiographical Essay February 16

Proposal February 23

First Draft March 30

Book Review April 18

Second Draft April 20

Final Paper May 10

### **Course Learning Goals:**

At the end of the course, students should be able to:

1. Identify some of the important activists, events, ideas, and debates that comprise the historiography of the Black Freedom Movement.
2. Make connections between the BFM and other social movements in the US and abroad.
3. Engage in writing as a process, including brainstorming, outlining, drafting, and revising.

**Required Texts:** Ashley Farmer, *Remaking Black Power: How Black Women Transformed an Era*. All other readings will be available on *Voices*.

### **Schedule:**

#### **W 1 Jan 16& 18**

T-Introductions/Syllabus

R-Emilye Crosby, “The Politics of Writing and Teaching Movement History”

#### **W 2 Jan 23&25**

T-No class, watch: [Alice’s Ordinary People](#): The Chicago Freedom Movement

R- “The Movement Responsibility: An Interview with Judy Richardson on Movement Values and Movement History” Emilye Crosby, interview and editor

#### **W 3 Jan 30 & Feb 1**

T- Juan Williams, “Freedom in the Air: The Lessons of Albany and Birmingham” and primary sources: “The Mother Lode”: Albany, Georgia, 1961-1962 and “Something Has Got to Change”: Birmingham, 1963 and watch, [“No Easy Walk”](#)

R- J. Todd Moyer, “Focusing Our Eyes on the Prize: How Community Studies Are Reframing and Rewriting the History of the Civil Rights Movement”

**W 4 Feb 6-8**

T- Emilye Crosby, "It wasn't the Wild West": Keeping Local Studies in Self-Defense Historiography," book and film, Robert F. Williams, *Negroes With Guns*.

R- Laurie B. Green, "Challenging the Civil Rights Narrative: Women, Gender, and the 'Politics of Protection'" and Danielle McGuire, "It Was like All of Us Had Been Raped"

**W 5 Feb 13 & 15 (historiographical essay due 16<sup>th</sup>)**

T- Special Collections with Denise Monbarren

R- Historiography and Historical Writing

**W 6 Feb 20 & 22 (Proposals due by 2:30pm)**

Introduction: Long Civil Rights Movement & Cold War, Civil Rights

T- Jacquelyn Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past"

R- Mary L. Dudziak, "Brown as a Cold War Case" and Michael Krenn, "The Unwelcome Mat: African Diplomats in Washington D.C., during the Kennedy Years"

**W 7 Feb 27 & Mar 1**

Northern Civil Rights Movement

T- Foreword, *Freedom North: Black Freedom Struggles Outside the South, 1940-1980* and Beth T. Bates, "'Double V for Victory' Mobilizes Black Detroit, 1941-46"

R- Adina Back, "Exposing the 'Whole Segregation Myth': The Harlem Nine and New York City's School Desegregation Battles" *Freedom North*

**W 8 March 6 & 8**

T- Revisit: The Civil Rights Movement: Eric Arnesen "Reconsidering the Long Civil Rights Movement" and Sundiata Cha Jua and Clarence Lang, "The 'Long Movement' as Vampire"

R- Review

**Spring Break W 9 & 10****IV. Black Power****W 11 March 27 & 29 (First draft due 30<sup>th</sup> by 2:30pm)**

T- Stokely Carmichael "Black Power" and Hasan Jeffries "Organizing for More than the Vote"

R- "Telling Freedom Stories from the Inside Out: Internal Politics and Movement Culture in SNCC and the Black Panther Party" by Robyn Spencer and Wesley Hogan and Roby C. Spencer "Inside the Panther Revolution: The Black Freedom Movement and the Black Panthers in Oakland, California."

F- First Draft due by 2:30pm

**W 12 April 3 & 5**

T- Ashley Farmer, *Remaking Black Power: How Black Women Transformed an Era*, Introduction and Chapter One, "The Militant Negro Domestic, 1945-1965"

R- Chapter Two, "The Black Revolutionary Woman, 1966-1975"

**W 13 April 10 & 12**

T- Chapters Three and Four, “The African Woman, 1965-75” and “The Pan African Woman, 1972-1976”

R-Chapter Five “The Third World Black Woman, 1970-1979” and Epilogue

**14 April 17 & 19 (book review due 18<sup>th</sup> 2:30/2<sup>nd</sup> draft 20<sup>th</sup>)**

T- Hassan Jeffries “Remaking History: Barack Obama, Political Cartoons, and the Civil Rights Movement” and Jeanne Theoharis, “Accidental Matriarchs and Beautiful Helpmates”

R- Writing Session

F-Full draft due

**W 15 April 24 & 26**

T-Class Presentations

R- Class Presentations

**W 16**

**May 1 & 3**

T-Class Presentations

R-Class Presentations

**W17 Finals**

May 10 by 11am