

***History 433—The Black Civil Rights Movement:  
An Ongoing Struggle for Liberation and Equality***  
MWF, 12:00 p.m.-12:50 p.m., AB4 202, CID 4530

**Bernadette Pruitt, Ph.D., Associate Professor of History**

**Office Hours**, M & W, 11:00 a.m.-12:00 p.m., 1:00 p.m.-2:00 p.m., 3:00 p.m.-4:00 p.m., TTH, 12:00 p.m.-3:00 p.m., or by appointment

Room 459, AB4, 936-294-1491 (phone) and 936-294-3938 (fax)

Please be advised that prearranged meetings, special engagements, important errands, or emergencies may take me away from the office during these preset conference times; if this happens, please contact me by phone, email, or in person to schedule a meeting date.

Address for correspondence: Bernadette Pruitt, Ph.D., Associate Professor of History, Department of History, Sam Houston State University, Academic Building Four, P. O. Box 2239, 1921 Avenue J, Ste. 441, Huntsville, Texas 77341-2239

For emergencies, call instructor in the office or at home—294-9094—before 9 PM

Email Address: [HIS\\_BXP@SHSU.EDU](mailto:HIS_BXP@SHSU.EDU)

**REQUIRED READINGS:**

Carson, Clayborne, Emma J. Lapsansky-Werner, and Gary Nash. *The Struggle for Freedom: A History of African Americans*, V. 2. New York: Pearson-Longman, 2007.

Dierenfield, Bruce J. *The Civil Rights Movement*. New York: Pearson-Longman, 2004.

McMillen, Neil R. *Dark Journey: Black Mississippians in the Age of Jim Crow*. Urbana: University of Illinois Press, 1980. ISBN 0-252-06156-X (Paperback).

Smiley, Tavis, ed., *The Covenant with Black America*. Chicago: Third World Press, 2005 (Paperback).

**ADDITIONAL REQUIRED READINGS AND STUDY GUIDES:**

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. 1937. Chicago: University of Chicago Press, 2007.

**RECOMMENDED TEXT FOR HISTORY MAJORS AND OTHERS INTERESTED IN PURSUING GRADUATE SCHOOL IN HISTORY**

University of Chicago. *Chicago Manual of Style*, 15<sup>th</sup> ed. Chicago: University of Chicago Press, 2003.

**COURSE DESCRIPTION:**

This advanced undergraduate course examines the civil and human rights struggle among African Americans of the United States. While many scholars point to the landmark 1954 *Brown* Decision as the pivotal event that signaled the birth of the modern Civil Rights Movement in the US, others concur that the struggle for Black liberation and equality began much earlier. This course thus documents much of the centuries-long civil rights agenda of people of color in response to racial captivity and oppression. It traces the modern-day struggle back to the period of Reconstruction.

A myriad of groups over time—slaves, free Blacks, abolitionists, Radical Republicans, progressives, educators, middleclass housewives, wage earners, proletariat labor organizers, New Dealers, politicians, ministers, journalists, socialists, professionals, entrepreneurs, and human rights activists—built and shaped inter-racial and intra-racial coalitions to offset the attack on African-American dignity, social empowerment, political inclusion, and economic progress. *The Black Civil Rights Movement: An Ongoing Struggle for Liberation and Equality*, therefore, chronicles both the historic movement and its activists. Although the course primarily focuses on the twentieth-century quest for human rights among people of African descent, readings, lectures, and class discussions also examine earlier periods of struggle and activism.

### **COURSE OBJECTIVE:**

The class objective is simple: to encourage a sincere admiration for the African American fight for social equality in the United States. The professor does have another motive as well: to propel students to find solutions to those factors that continue to hinder interracial unity and love. I also want students to recognize the countless number of men, women, and children who sacrificed their lives to ensure the victory of human rights to all. Please remember and treasure these historical heroes and heroines. Also, students should leave this course with a cursory understanding of African American civil rights in the United States. An understanding of these historical events should propel individuals to promote brotherly and sisterly love, discipline, self sacrifice, community building, and unending righteousness. Students will of course become familiar with research methods—both source materials and the ability to disseminate history through the use of historical information (primary and secondary sources). Finally, this course attempts to acquaint students with the thin line between historical facts and one's interpretations of the facts. Historical facts are interpreted in varying ways, depending on a litany of factors. Students must understand that one's interpretation of the facts should never cloud or malign one's understanding of actual events. In fairness, this proposition is often challenging, at best. Historians, for example, continue to debate the relevancy of the modern Civil Rights Movement—its historical accuracy, the use of source materials, and scholarly interpretations of these factual events. This is the nature of this incredible discipline. One must, nevertheless, try to use objectivity and sensitivity when disseminating the truth. We will continue this debate over the course of the academic year. Students, know the splendor of history, particularly your personal genealogical pasts.

### **CLASS FORMAT:**

The course lectures are divided into six sections. The first is *Emancipation and Reconstruction (1863-1877)*. United States society witnessed profound societal changes for Blacks and Whites. Constitutional Amendments eradicated slavery, granted citizenship to African Americans, and gave Black men access to the ballot. Some 1,500-2,000 Black men secured positions as government officeholders and passed legislation that created free public schools for White and Black children, public colleges, hospitals, orphanages, and public lands for railroad speculators. Texas Representative William H. Holland, for example, introduced a bill to create the first public college for Blacks in Texas—Prairie View Normal and Industrial College. Resentful Whites, still reeling from the disappointment of war, crafted new mechanisms of social control and domination. They formed gangs that terrorized Black landowners and voters, intimidated politically-astute Republican Party supporters, and created a new economic system that regulated Blacks to debased positions on farms throughout the South as tenants (mostly sharecroppers). By the end of Reconstruction, they convincingly persuaded national Republican Party leaders to abandon Black social equality.

This ensured their influence and domination over the Black, White, and Brown masses; Southern politics; and the region's economy for the next century.

The next period, *Welcome Jim Crow: The Rise of the New South (1877-1900)*, saw profound setbacks for freedmen and women. Many lost their hard-fought rights when White Southerners used social custom, educational disparities, unequal farm policies, legal segregation laws and ordinances, the Courts, convict leasing, and racial violence to foster political and economic power, White hegemony, Black subordination, and social control. African Americans responded by forming educational alliances, political coalitions, labor unions, and interracial coalitions. The Populist Movement, for example, represents one such interracial response. The most common response came in the form of accommodation. Booker T. Washington's "Atlanta Compromise," in 1895, marked the high point of Black accommodation. Unfortunately, increased racial conflict by the new century fostered a sense of disillusionment among African Americans. A growing number of Blacks and Whites began to articulate the need for new, aggressive alternatives.

The third period, known to revisionist historians as *The Birth of the Civil Rights Movement (1900-1930)*, marked the beginning of heightened Black hostility toward racial oppression. A new, college-educated, Black middle-class, including Ida B. Wells, William Monroe Trotter, Mary Church Terrell, and William Edward Burghardt Du Bois, among others, formed the core of new civil-rights activism, organizations, scholarly associations, women's clubs, self-help reform, and institutions that publicly and proudly challenged both White racism and Washington's accommodationist politics. National opposition came first from Harvard-trained historian-sociologist—W.E.B. Du Bois. His timeless *Souls of Black Folk* (1903) not only attacked the Washington race model, but also assaulted its founder. In time Du Bois's National Association for the Advancement of Colored People (NAACP) would intensify the liberation cause among African Americans.

At the same time, in the next few years, working-class Black Southerners—far removed from the NAACP and its middle-class agenda—formulated their own assault on racial oppression through migration and union organizing. The First Great Migration encouraged the mass exodus of one million Blacks. They mostly left rural communities, often against the wishes of their employers; others fled small towns and cities in the South. All moved to urban, industrial centers in the South, North, and West; these migrants also moved into wage-earning, manufacturing, and transportation-related jobs. Blacks in increasing numbers worked in automobile factories, on docks, in steel foundries, in meatpacking plants, in oil refineries, in cotton compress industries, in laundries, and in White households in cities. Many advocated and established all-Black labor unions. For example, in an effort to counter increasing racism among White unionists and managers, skilled Black railroaders in Texas, Tennessee, and ten other states formed in the 1910s the Interstate Association of Colored Trainmen of America. Unfortunately, African American migrants and wage earners were not immune from institutionalized racism. The Chicago Race Riot of 1919 showed America that Northern Whites, too, would refuse—at all costs—to accept Blacks into their communities, schools, workplaces, and cities. Postwar prosperity in the 1920s stimulated a second and larger wave of migration from the rural, small-town, and urban South. Equally important, Marcus Garvey's Black-nationalist rhetoric found a sympathetic and listening ear among working-class Blacks living in rural and urban communities nationwide. Garvey's Universal Negro Improvement Association (UNIA) fostered hope, self sufficiency, economic independence, and most of all, racial pride, in millions. At the same time, the 1920s witnessed the emergence of the "New Negro," and Harlem Renaissance, two interrelated cultural, artistic, intellectual, societal, and economic revolutions that mostly reached out to urban Blacks. These "New Negroes," for example, increasingly identified with the growing

number of Black intellectuals, activists, and dissidents who emphasized Black nationalist self expression, political astuteness, and economic empowerment.

Regrettably, the collapse of the economy by the late 1920s led to high unemployment and underemployment levels among many working-class and middle-class Blacks. Initially this fourth period, *Depression and War (1930-1954)*, severely retarded the already fragile state of the Black community. Frustrated and disillusioned, families opted for change in a variety of ways. Some, for example, left farms by the tens of thousands and strolled into cities, looking for work or public assistance. Others advanced change on farms. After the passage of FDR's New Deal programs, many tenants remained in their rural communities and opted to challenge their greedy and unfair employers. These radicals formed organizations like the Alabama Tenant Farmer's Association. A few joined the American Communist Party. Others, facing underemployment and wage differentials at industries nationwide, joined the mass union movement, spearheaded by the creation of the Congress of Industrial Organizations (CIO). Then others, grateful to Roosevelt's policies and New Deal agencies, abandoned the party of the "Great Emancipator," and entered the New Deal coalition of the Democratic mainstream. The political migration of African Americans into the Democratic Party in the 1930s, according to historian Nancy Weiss, made the world cognizant of the emerging Black electorate outside the South.

Then, with the coming of America's entry into WWII, Black leaders like Asa Philip Randolph made it clear to politicians, including Roosevelt, that African Americans would no longer accept a second-class position in the United States. President Harry Truman understood this all too well and desegregated the Armed Forces in 1947. Everywhere African Americans took notice of the changing world around them and the changes in their own backyard and pushed for equality. Nowhere was this more evident than in Houston, Texas. The city's Black public schoolteachers in 1943 won pay equalization (with their White peers). At the same time, middle-class and rank and file African Americans successfully attacked the Texas white Democratic primary, the main tool used to oppress Blacks politically in the Lone Star State. Energized by their US Supreme Court victory over statewide bigotry—*Smith vs. Allwright* (1944)—these community builders and social activists in time decided to wage a frontal assault on school segregation. The rest soon became history.

In Section Five, *The Second Reconstruction Reaches Full Circle: The Modern-Day Civil Rights Movement (1954-1974)*, the nation witnessed the greatest period of Black protest in its history. Many divergent segments of the Black population formed the core of the movement—grassroots organizers and organization secretaries, housewives and young schoolchildren, high school and college students, parents and teachers, industrial wage earners and maids, longshoremen and railroad porters, farmers and farm laborers, college-degreed intellectuals and ministers, and college students turned revolutionaries. Future Howard University Political Science Department Chair Ronald Walters, along with his peers at East High School in Wichita, Kansas, led the nation's first post-World War II sit-in movement in the late 1950s. Michigan State University alumnus and Texas State University for Negroes Thurgood Marshall College of Law student Eldrewey Sterns helped orchestrate Houston's first sit-in movement in the early 1960s. In time these groups—along with their White, Hispanic, American Indian, and Asian allies—dismembered all legal forms of racial discrimination. Soon the vigor of the Black fight for racial liberation and justice would precipitate other counterculture expressions of empowerment—the Women's Movement, the Antiwar Movement, the Chicano Movement, the American Indian Movement, and the Asian Movement.

Finally for Section Six, **The Post-Civil Rights Years, 1974-2006**, the course briefly reviews Contemporary America and the plight of Blacks since the collapse of the human-rights struggle. Strangely, African Americans in time, would face new challenges—a White backlash, White flight, the emergence of Rustbelt urban centers, failing inner-city schools, growing Black-on-Black crime, a drug epidemic, alarming health crises, and a growing Black underclass—as the twenty-first century dawned. Why do these challenges continue after the passage of legislation and the dissolution of legal segregation? Did the struggle fail? Ironically these challenges continue to persist as members of the Black middle class enter the business world, buy homes in exclusive communities, put their children through college, build churches, and benefit from the fruits of their labor. In fact, sociologists tell us that the gap widens between working-class Blacks and their wealthier counterparts. Why do these dichotomies continue to persist? These are some of the questions to be discussed at the end of the semester.

**ABSENCE POLICY:**

College policy stresses that instructors may penalize students for excessive absences totaling four or more class hours. Students who have these kinds of excessive absences will be penalized severely in the class this semester. Specifically, I will penalize those students with six or more unexcused absences: five points will be deducted from students' final grade at the end of the semester. If you have special problems, please contact the instructor immediately. Attendance will be taken daily. Please make an effort to be in class on time. Students, please be advised that new federal financial aid guidelines stipulate that absences may affect individuals' ability to secure student aid in future semesters.

**OBSERVANCE OF RELIGIOUS HOLIDAYS:**

The Texas Education Code (Section 51.911[b]), along with Sam Houston State University policy (University Policy 851001), must recognize the mandatory observance of religious holy days for students. The university must permit students to celebrate religious holy days, including travel for the same purpose. Please notify the instructor in writing within the first fifteen days of class of any observed religious holidays during the course of the semester. The instructor will not only excuse absences resulting from religious holiday observances, but will also allow students to make up examinations and assignments. Finally, the professor will fill out a form alerting students of revised deadlines for the completion of missed exams and assignments.

**POLICY REGARDING STUDENTS WITH DISABILITIES:**

Students with disabilities cannot be denied the benefits of other students or suffer from discrimination by any academic or student life activity or program on the basis of their impairment. Disabled students are, therefore, encouraged to seek assistance with academic matters and concerns from their professors, individual department or division heads, or by contacting the Chairperson of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center in the Lee Drain Annex, (936) 294-1720.

**CLASSROOM DECORUM:**

Students are seriously advised to adhere to appropriate classroom decorum. Please refrain from using cellular phones during the duration of the class. Again, phones must be turned off. Ringing phones and pagers too easily distract both instructors and students. Text messages of any kind are prohibited as well. Again, please refrain from utilizing text-messages of any kind during class, the viewing of films, and examinations during the lecture hour. These actions are indeed prohibited

in this class. Furthermore, students are asked to abstain from the use of hand-held electronic devices such as video games and portable compact-disc/Ipod-oriented players during the class hour. Also discontinue inappropriate behavior during the lecture period—loud talking, the use of profanity, lewd behavior, eating, excessive laughter, smoking, alcoholic beverages, and discussions during the instructor's lecture and without her permission. This also goes for napping or sleeping in class. This behavior is inappropriate. Lastly, students must refrain from walking out of class before the end of the lecture hour (without the instructor's consent), coming to class excessively tardy, and taking a restroom-break during an examination. If students leave class for any reason during an exam, the instructor will assume that the student is cheating and will give the student a zero for the assigned test. If you must use the restroom, please do so before class begins; again, on exam days, please use the restroom before beginning the examinations. If students do not adhere to these requests, they will be asked to leave; if this behavior continues, ten points will be deducted from the final grade average at the end of the semester. Please, please respect the classroom, instructor, and your classmates. This is unquestionably required of all students this semester in this History 433 class.

#### **ACADEMIC DISHONESTY:**

The instructor expects integrity among her students. She expects students to engage in healthy debate. She encourages and welcomes passionate exchanges of ideals in the classroom, among classmates, when researching, and on paper. The professor will not, however, tolerate dishonesty in the classroom and away from class. Students found guilty of any form of academic dishonesty will be subject to punishment. Students accused of academic abuse will potentially face serious consequences. Included are some of the most common and egregious of these illegalities: examination cheating, plagiarism, theft of resources or materials, or collusion with others to partake in any or all of these actions. Students accused of these actions may face disciplinary proceedings by university officials. Please, for your own sake, do not engage in this kind of behavior.

#### **LECTURES AND CLASS ACTIVITIES:**

Class lectures will come from the assigned topics in the course calendar. Students are responsible for all assigned readings and must stay abreast with lectures and discussions. All reading is required. Students are also expected to take exemplary notes on the lecture topics—at least three to five pages per lecture day. Students are equally expected to participate fully in classroom discussions and debates. The class will discuss current events as each relates to various topics.

#### **CLASSROOM VISITORS:**

I am flexible on this matter. I would appreciate some sort of notice before hand if students want to bring guests to class. The classroom environment must be safe for all of us. In light of recent events, I will ask that visitors have a valid SHSU identification card, driver's license, or alternative form of identification. Please ask permission ahead of time, at least a day in advance. Visitors without any form of identification will not be allowed in class. Lastly, it is the discretion of the professor to search the personal belongings and clothing of visitors. Again, this is for everyone's safety.

#### **INSTRUCTOR EVALUATION(S):**

Students are expected to complete a course/instructor evaluation(s) near the end of the semester. Honors history classes will evaluate the instructor twice.

### REQUIRED SUPPLIES:

Students, I expect you to come to class with the appropriate, necessary items. A pen or pencil, tablet or loose leaf notebook paper, and the required textbooks are essential every class meeting. Students are encouraged to bring tape recording devices for the lectures. Laptop computers are welcomed in class. While I have no problems with individuals utilizing technology in the classroom, I do take offense to students using their computers during the class hour to do assignments, read email, and peruse the internet without my permission. These actions are unacceptable. This also goes for hand-held devices.

### STUDY RECOMMENDATIONS:

I cannot force students to abide by my wishes. I can only offer guidance and support as an instructor and mentor. It is my advice that students review their coursework daily. The SAM Center suggests that students read their text assignments three times: once before class, a second time following class, and again before examinations. I totally agree. Let me encourage students to take detailed lecture notes. Students should not only audio-record the classroom lectures; they should also transcribe these recordings. Daily studying will enhance your chances at succeeding this semester. In fact, put together a comprehensive study schedule. This schedule should read as a detailed, actual diary of your goals, comings and goings, and study dates. Check off those accomplishments that have been made. Actually, this suggestion could serve as a model for a more detailed life diary. One could, i.e., take a tally of their daily spending and earnings, along with their study schedule, appointments, etc. This recommendation is designed to enhance your commitment to scholarly and lifestyle learning. Furthermore, never begin preparing for an exam or assignment the right before. Do all assignments early; review your notes and read materials over the course of the semester. If students develop this discipline early on, they will have a fruitful college career. Please sign up for the SAM Center's study skills series. For additional inquiries, contact the SAM Center via the internet at [http://www.shsu.edu/~sam\\_www/](http://www.shsu.edu/~sam_www/), toll free at 866-364-5211, from the Houston area at 281-657-6432, from the Huntsville area at 936-294-4444, or by facsimile at 936-294-1149.

### BONUS CREDIT:

In addition to the assignments below, students are expected to earn bonus points at the end of the semester. The bonus credit assignments vary and will be generally worth one to ten points depending on each suggested project and will be added to the final examination grade. This assignment is twofold: it is designed to peak students' curiosity and interest in United States history and at the same time boost individuals' cumulative points for the semester. Students can earn points in a variety of ways—by completing the Sam Houston State University Academic and Mentoring Center (SAM Center) Study Skills Series; touring museums; journaling; writing synopses on historical documentaries, historic films, and television specials; doing community service projects; and participating in other interesting projects pertaining to history. **Students will earn a total of 20 bonus points for the entire semester. Again, all bonus-point assignments are due at the end of the semester on the day of the final examination. Please see the following assignments and bonus-point totals:**

SAM Mentoring Center Study Skills Session (all six sessions)	10 Points Total
Community Service and Volunteering (40 hrs. monthly; 3-5 pp summary)	05 Points Total
Volunteering at the Huntsville Head Start Center (40 hrs. monthly & sum.)	05 Points Total
Journaling of Daily Activities at home, work & school (1 typed page each)	05 Points Total
Museum Tours (Three; Typed synopsis on each, 1-2 pages)	05 Points Total

Cross-Cultural Exchanges (One; Typed synopsis on each, 2-3 pages)	05 (max) Points Total
Analyses of historical docudramas (1-2 page synopses, one point each)	05 (max) Points Total
Analyses of political debates (1-2 page synopses, one point each)	05 (max) Points Total
Random Trivia on Classroom Lectures and Discussions (one point each)	05 (max) Points Total

### ANNOTATED BIBLIOGRAPHY:

Students are expected to formulate an annotated bibliography on a particular aspect of civil rights (Modern-Day Civil Rights Movement). Annotated bibliographies should be at least one paragraph at length and should explain the thesis or main objective of each selected source material. Please feel free to use the selected bibliographies at the end of the Dierenfield book and on Blackboard for suggested books and articles. The world wide web will serve as the best base of reference for your searches. These selected bibliographies will be of great use to students. The selected annotated bibliographies must include at least **ten** primary sources and forty secondary source materials, for a maximum total of fifty source materials. Primary and secondary sources must relate to the selected topic at hand—some aspect of the modern-day Black Civil Rights Movement. Suggested secondary sources include books and articles on a specified topic such as Women’s Rights and the Modern-Day Civil Rights Movement, Blacks and World War II, the African Liberation Movements and Civil Rights, Black Power, the Black Panther Party for Self Defense, the Sixties, and Texas Civil Rights. Primary source documents include but are not limited to oral histories, church records, probate records, tax receipts, family histories written in Bibles, obituaries, newspapers and popular magazines dating back to the time period being studied, manuscript collections, government documents, diaries, war records, and organizational pamphlets and proceedings. Please remember that the oral history interview synopsis will comprise one of the source annotations. I have listed specific dates in the course calendar for students to submit particular assignments relating to the project at hand. These assignments, including a bibliography of the larger annotated bibliography, are designed to guide students along the way during this exciting adventure in civil rights history. Students are especially encouraged to utilize the Newton Gresham Library’s Thomason Room and University Archives, which are both located on the fourth floor of the library. The Thomason Room and University Archives are archival reading rooms that hold material pertinent to the settling, founding, and history of Walker County, Huntsville, the university, and Texas, especially East Texas. The Thomason reading room is opened to the public on Mondays through Fridays, 1:00 p.m. to 5:00 p.m.; the university archival reading room is opened to the public from 8:00 p.m. to 5:00 p.m., Mondays through Fridays. See the course calendar for particular due dates for all assignments pertaining to this project. If this is your first time doing a research assignment of this magnitude, please do not fret: I will assist you as a teacher and mentor. I want students to leave this class with a better love and appreciation for history—including their family histories—and improved analytical and writing skills. Perhaps this assignment will encourage students to select history as a major or enter graduate school. I will place various materials on Blackboard as the semester progresses for the class’ benefit—examples of bibliographies and annotated bibliographies. **Please heed to this warning, nevertheless: plagiarism is unacceptable.** I do not expect students to write sentences or two word for word verbatim from the sources you utilize without the correct citations. Again, this is unacceptable. Rather, paraphrase the ideas given in books, book chapters, articles, abstracts, introductions, prefaces, summaries, conclusions, and book reviews. Anything else is illegal and cause for an automatic F on the assignment. This assignment is also worth 100 points; the work is 25 percent of the final grade. **The first working bibliography and topic title is due Monday, September 10.** The final project is due the following week, on **Friday, September 21.**



### **ANALYTICAL ESSAY/REACTION PAPER MIDTERM:**

Students will write one 5-10-page, double-spaced, word-processed essay on Neil McMillen's *Dark Journey: Black Mississippians in the Era of Jim Crow* (Urbana: University of Illinois Press, 1990). Students will critique the book, using the questions below as a point of reference. I do not expect students to answer every question; I simply want students to write a critical essay of the book, using the questions as a guide. Students should answer six of the eight questions. Also remember to write an introductory paragraph outlining the book's thesis and concluding paragraph summarizing the work. Students should write several paragraphs on each selected question (two to three paragraphs for each question). Students should also attach to their completed essay two book reviews of the McMillen book. The book reviews should also serve as useful guides. Furthermore, please download one article that supports the argument held by McMillen in *Dark Journey*. The article can focus on any aspect of the topic at hand—Jim Crow discrimination: Mississippi racism during the early twentieth century, Jim Crow in Texas, Jim Crow in the United States, or one aspect of Jim Crow proscription, looking at, for example, school segregation, racial violence, disfranchisement, or housing discrimination. Download the published book reviews and article, using the databases *JSTOR*, *America: History and Life*, *Books in Print*, or *Book Review Digest*. Students may access bound copies of the reviews, which can be found in the Newton Gresham Library. If anyone has any questions or concerns, please speak with me directly. Please remember that student authors are writing a miniature research paper and therefore must rely on endnotes/footnotes and a bibliography. Remember, you are using the McMillen book, two book reviews of the work, an article of your choice, along with the Dierenfield text. While an important component of the final paper, your citations should not be religiously lengthy. Please remember that citations are required throughout the paper. I would recommend that students cite their source materials at the end of each paragraph throughout the paper. When using direct quotations from the source materials, always use a superscript immediately following the quote and then cite the source of the quoted item in a footnote/endnote. Writers must document all direct quotes from the sources being used. Anything else is considered plagiarism. Again, if you are citing the books or book reviews, please include all information pertaining to the source in a footnote or endnote. Again, students are required to use a total of five sources in their papers. Essentially, students should select works that advance and validate their arguments in the given papers. Essays must begin with introductory paragraphs explaining students' theses or intent. I want to again encourage students to write at least three paragraphs on relevant points being brought out in the essays. I also want to see transitional sentences within paragraphs and when ending and beginning new paragraphs. Please avoid passive voice phrases whenever possible. Included in the syllabus is a detailed explanation of my grading policy in the form of a writing rubric for all assignments this semester. Please review the writing rubric attached to the syllabus or on Blackboard. It should serve as your chief guide for appropriate writing and critical-thinking skills this semester. Please take notice of it. This assignment serves as the midterm for the semester. Students are eligible to earn one hundred points on the assignment. Late papers will be marked down ten points automatically. This midterm assignment is 25 percent of the final grade. **Please submit your midterm by Friday, October 12 by midnight.** Late papers will be automatically marked down by ten points.

### **Reaction Paper Questions for *Dark Journey***

1. What does the author mean by "dark journey"? What is the term referring to? Who or what is dark? What is the journey?

2. When did legal segregation begin in Mississippi? Why were white Mississippians obsessed with the idea of excluding African Americans from politics? Why did political exclusion lead to discrimination in schools, employment, public accommodations, housing, and the criminal justice system?
3. Describe job discrimination faced by Mississippi blacks. What kind of jobs did whites get? What jobs did blacks usually find? Were African Americans content with these kinds of jobs? Why or why not?
4. Analyze "Judge Lynch" for a moment. What kind of power did "Judge Lynch" have in Mississippi? Give some examples of Mississippi lynchings between 1890 and 1930. What message did lynchings send throughout Mississippi and the whole nation?
5. What do recent hate crimes tell us about race relations today? Is there a correlation between recent acts of police brutality, the death penalty, racial violence, and lynchings of the early twentieth century? Explain. Do you think Judge Lynch still reigns today? Explain. Please relate these contemporary issues back to the *Dark Journey* book.
6. How does your assessment of the McMillen book differ or compare to those critique's of other authors? Give concrete examples when answer this question.
7. How does the story in *Dark Journey* relate to Parts One and Two of *The Civil Rights Movement* by Bruce J. Dierenfield? Is Mississippi a relevant prelude to the emerging modern-day Civil Rights Movement? Why or why not?
8. Assess McMillen's *Dark Journey*. What strengths and weaknesses does the book bring? Do you think this work gives an accurate description of race relations in Mississippi for this period? Why or why not?

#### ORAL HISTORY INTERVIEW:

Students are also responsible for conducting an oral history interview with a family member, friend, church member, or employer on a particular aspect of the modern-day Black Civil Rights Movement. Students must use either an audio or video recorder, along with the suggested interview questions at the end of this syllabus. If the suggested interview questions on your topic are not listed in the syllabus, see the instructor at a later date to formulate alternative questions (if necessary). While students are encouraged to formulate their own questions, they may refer to those listed below or on Blackboard. The interview questions on Blackboard only serve as a guide. Students are also expected to turn in all recordings of the interviews. For those students conducting telephone or email/chat interviews, please submit transcripts/notes of the interview. Please inquire about specific ideas for interview assignments, for example, the Black modern-day Civil Rights Movement versus the Women's Movement. Students are responsible for finding potential interview candidates; in the event that students cannot find interviewees, the instructor will recommend prospective subjects. Students are also asked to submit a typed-written, double-spaced, 1-2-page synopsis of their interview. Students are eligible to earn 100 points on this assignment, which is 25 percent of the final grade. **This assignment is due Friday, November 16.**

## RESEARCH PAPER:

Finally, students will produce a 10-12-page, double-spaced, word-processed research paper on any aspect of the modern-day Civil Rights Movement. Relying on three of the required readings (the Dierenfield, Carson, and Smiley texts), the oral history interview, two additional primary sources, and three additional secondary sources that relate to the specified topic under discussion, students must write on an important development in the modern African American Civil Rights Movement. The three additional secondary sources must be books, articles, dissertations, or theses (no exceptions). Paper topics should include but are not limited to the desegregation of the armed forces, Ella Baker, MLK, Malcolm X, the Black Panther Party for Self Defense, Fannie Lou Hamer, Barbara Jordan, Juanita Craft, Lulu White, Houston and the Civil Rights Movement, Dallas Civil Rights, and the modern-day Civil Rights Movement versus the Chicano Movement or the Women's Movement (or Gay-Lesbian-Bisexual-Transgender Social Movement or American Indian Movement). Again, students must use the three textbooks listed above, the oral history interview, two additional primary sources, and three additional secondary sources (books, scholarly articles, dissertations, or theses) for a total of nine sources. Feel free to access the secondary and primary sources by way of the Newton Gresham Library's online link to varying databases, e.g., *JSTOR*, *America: History and Life*, and the *New York Times*. **Late essays will be accepted; however, ten points will be deducted from these papers!** Students are eligible to earn one hundred points on this assignment, one that equals 25 percent of the final grade.

Students should produce well-written, grammatically-correct essays. Essays must begin with introductory paragraphs explaining students' theses or intent. I want to encourage students to write at least three paragraphs on relevant points being discussed in the essays. I also want to see transitional sentences within paragraphs and when ending and beginning new paragraphs. Please avoid passive voice phrases whenever possible. Included in the syllabus is a detailed explanation of my grading policy in the form of a writing rubric for all assignments this semester. Please review the writing rubric attached to the syllabus or on Blackboard. It should serve as your chief guide for appropriate writing and critical-thinking skills this semester. Please take notice of it. If anyone has any questions or concerns, please feel free to speak with me. Remember that you are writing a research paper and therefore need to rely on endnotes/footnotes and a bibliography. While an important component of the final paper, your citations should not be religiously lengthy. Please remember that citations are required throughout the paper. I would recommend that students cite their source materials at the end of each paragraph throughout the paper. When using direct quotations from the source materials, always use a superscript immediately following the quote and then cite the source of the quoted item in a footnote/endnote. You must document all direct quotes from the sources being used. Anything else is considered plagiarism. Again, if you are citing books, book reviews, or articles, please include all information pertaining to the source in a footnote or endnote. Again, students are required to use a total of nine sources in their final paper. Essentially, students should select works that advance and validate their arguments in the given papers. As aforementioned, use two of the recommended required readings below. Additional sources must come from scholarly articles, monographs, anthologies, scholarly online articles, encyclopedias, and/or newspaper/magazine accounts. Again, students are required to document these utilized source materials throughout their analytical essays. Please note that students **ARE REQUIRED** to use superscripts and endnotes/footnotes in the completion of this exercise. Superscripts are generated numerically by Microsoft's Word Software (using the Toolbar's "Reference" link). We will devote a class period to bibliographic citations and documentation examples. Remember that articles may be downloaded from the *JSTOR* and *America: History and Life* databases; the historic *New York Times* newspaper

can also be downloaded from the university's library website. Lastly, students are required to attach a selected bibliography of all source materials. This is a mandatory requirement. Please do not panic. Securing the additional sources will be a cinch. For this assignment, there are multiple dates of relevance students should keep in mind: **October 26** (the birthday of one of my favorite cousins), topics and theses statements are due; beginning outlines of the research paper are due on **Nov. 2**; detailed outlines of the research papers are due the following week on **November 9**; rough drafts are due on **November 19**; and final research papers **will be due December 5, the last day of class by midnight**. Please heed to these important dates. This assignment is worth 25 percent of the final grade.

**FINAL GRADE TALLIES AND DUE DATES:**

September 10—Working Bibliographies (Topic Title and Ten Sources)

**Annotated Bibliography—100 Points—September 21**

**Midterm Reaction Paper—100 Points –October 12**

Research Paper Topic and Thesis—October 26

Beginning Outline for Paper—November 2

Detailed Outline for Paper—November 9

**Oral History Interview—100 Points—November 16**

Rough Draft for Paper—November 19

**Research Paper—100 Points—December 5**

**Total Points for the semester: 400**

**GRADING SCALE:**

90-100      A

80-89      B

70-79      C

60-69      D

Below 60    F

**Writing Rubric for Students**  
**Content, Organization, Conventions, and Voice**  
**Five-Star and Four-Star Rating System for Exemplary to Proficient Writing: 100-87 Points (A and B+ Papers)**

<b>Content and Content Items</b>
The content material has a relevant purpose, is clearly written, appropriately speaks to topic at hand, and enriches the intellect of the reader.
<ul style="list-style-type: none"><li>● The main ideal or thesis statement is explicitly explained or clearly defined in the body of the paper</li><li>● Relevant and logical details explain the main objective or thesis statement of the work</li><li>● The author has a keen knowledge of the subject matter and utilizes appropriate and available source materials (secondary and primary sources) that substantiate her/his argument</li><li>● The author consistently makes reference to the appropriate source materials being utilized in the paper at hand</li><li>● The author through his/her work communicates well with the reader</li></ul>

<b>Organization and Structure of Paper</b>
The central idea or theme is highlighted in the work. Equally important, the sequence, structure, and presentation of work are dramatic and moving throughout the text.
<ul style="list-style-type: none"><li>● The original piece of work includes a well-explained thesis statement, subsequent body of relevant details that are given in the paper, and a strong a conclusion or summary reinforcing the stated thesis and pushing the reader to consider future issues of relevancy</li><li>● The topic at hand is the obvious subject of the paper</li><li>● The plan of action established in the thesis is the central focus of the paper</li><li>● The organization of work highlights the thesis</li><li>● An appropriate sequence, structure, and presentation compels the reader to go further</li><li>● Transitions accurately take the reader from one juncture to the next</li><li>● The thesis is reinforced over and over again</li></ul>

<b>Writing Conventions</b>
The author demonstrates a firm control of standard writing conventions; errors are few at best.
<ul style="list-style-type: none"><li>● The author demonstrates a competency of writing standards, e.g., style, mechanics, and grammar</li><li>● Paragraph transitions and separations give validity to a well-organized original piece of writing</li><li>● Appropriate grammar</li><li>● Appropriate punctuation</li><li>● Correct spelling</li><li>● Complex and long writing styles do not detract from the readiness of ideas and thesis, but rather enhance argument</li></ul>

<b>Writing Voice</b>
The writer passionately speaks directly and convincingly to the reader in an engaging, provocative, and individualized manner; the writing is enduring, concise, and representative of an author who is

closely linked to his/her audience.

- The writer speaks with command, boldness, and confidence
- The writer speaks directly to the audience
- The passive voice of writing is rarely visible
- The writing comes across as original and engaging
- The writer's passion and commitment to the subject matter at hand is evident
- The writer does not use the voice of others without giving credit to that individual/group
- The writer's tone is appropriate for the subject, audience, and objective
- Word choices and figurative speech convey the ideas and personality of the author

**(B and C Papers, 86-70 Points)**

**Content and Content Items**

Although the work is clearly focused, the paper's development is often limited or vague; at the same time, the work does not always address the major issues associated with the thesis statement.

- The author identifies the thesis statement
- The author identifies the relevant issues associated with the paper's thesis, but often has difficulty drawing parallels and moving from the thesis statement to detailed information enhancing the thesis argument
- Often the author's writing suggests a sense of vagueness or uncertainty about the topic at hand
- While logic and clarity linking the main idea to the body of the paper is obvious throughout the work, sometimes the author needs to present more information to explicitly explain certain important points relating to the main idea of the work
- Sometimes the author acknowledges source materials throughout the paper

**Organization and Structure of Paper**

The organization and structure of work is sufficient enough to facilitate the reader's smooth comprehension of material without confusion

- Material are usually arranged within paragraphs for appropriate sequence
- The writing, for the most part, begins with an effective introduction, body, and conclusion
- Transitions are appropriate and connect sentences within paragraphs and paragraphs with paragraphs

**Writing Conventions**

The writer shows some basic knowledge and understanding of typical writing conventions, but occasional errors are serious enough to distract the reader.

- While paragraph divisions are attempted, they fail to avoid errors in beginning, ending, and maintaining paragraph structure
- Grammar and grammar usage are not serious enough to diminish the relevancy of work, but nevertheless present
- Terminal punctuation is for the most part correct, but internal punctuation may often be missing (commas, apostrophes, colons, dashes, and semicolons)
- For the most part, the spelling of common words is correct
- Complex and long writing shows a knowledge for sentence variety (conventions)

● Only moderate revisions would be needed to edit for publication

**Writing Voice**

Although sincerely interesting, the writing often seems less than inspiring and compelling

- The author's tone could be altered to better suit the audience and topic
- Figurative language and words are inspiring at times, but often too vague or boring
- Only routinely does the text capture the imagination and attention of the reader

**Two-Star and One-Star Rating System for Poor or Below Satisfactory Writing: 69 Pts- (D and F Papers)**

**Content and Content Items**

The topic at hand is not defined, nor is the paper's purpose explicitly stated.

- The main idea is not stated
- Information pertaining to the topic at hand is unclear, vague, and confusing
- Capturing and maintaining the reader's attention is not an objective of the author
- Pertinent information throughout the paper is sketchy, irrelevant, or missing altogether
- Sources are not used or rarely acknowledged

**Organization and Structure of Paper**

The writing lacks logic, direction, and presents materials in a haphazard manner

- The arrangement of material is illogical
- The paper lacks a clear thesis/introduction, body, and summary
- Transitions linking sentences together, paragraphs, and sections, and ideas are missing

**Writing Conventions**

Continuous errors in spelling, punctuation, grammar and usage, capitalization, and/or paragraphing take away from the paper's substance

- Errors in paragraph divisions are constant
- Errors in grammar usage and grammar are continuous
- Punctuation is missing
- Spelling errors are normal even in common words
- Writing style lacks diversity and range
- Extensive editing is needed to prepare work for publication of any kind

**Writing Voice**

The writer is absent in the work at hand and distanced from the reader; the writing is thus devoid of life and substance.

- The tone is incorrect or inappropriate for the topic, work, and reading audience
- The vocabulary and figurative language rarely convey the author's character or personality
- The writing fails to captivate the reader or hold the attention of the reader

History 433- *The Black Civil Rights Movement*  
Fall 2007 Semester  
Sam Houston State University  
Bernadette Pruitt, Ph.D., Assistant Professor of History

August 20-24      **Introduction to the Course/Explanation of the Syllabus**  
**Potential Speakers**  
Please read Carson, Ch. 10 and 11

**PART ONE: EMANCIPATION AND RECONSTRUCTION, 1863-1877**

Aug. 27-31      **Potential Speakers**  
**Reconstruction**  
Please read Carson, Ch. 10 and 11

September 3      **Labor Day Holiday**  
**Have a blessed holiday**  
Please read Carson, Ch. 10 and 11

September 4-7      **Reconstruction continued**  
Please read Carson, Ch. 10 and 11

**PART TWO: WELCOME JIM CROW: THE RISE OF THE NEW SOUTH, 1877-1900**

Please read Carson, Ch. 12 and Dierenfield, Part One, "The Miss Plan"  
Jim Crow's Rise to Fame, Disfranchisement, and Racial Violence  
The Supreme Court *and* the Road to *Plessy v. Ferguson*, 1883-1896  
The Rise of Black Leadership in the Age of Booker T. Washington

September 10-14      Please read Carson, Ch. 12 and Dierenfield, Part One, "The Miss Plan"  
Jim Crow's Rise to Fame, Disfranchisement, and Racial Violence  
The Supreme Court *and* the Road to *Plessy v. Ferguson*, 1883-1896  
The Rise of Black Leadership in the Age of Booker T. Washington

September 10      **Working Bibliography of Ten Sources with Title Due**

September 17-21      Please read Carson, Ch. 12 and Dierenfield, Part One, "The Miss Plan"  
Jim Crow's Rise to Fame, Disfranchisement, and Racial Violence  
The Supreme Court *and* the Road to *Plessy v. Ferguson*, 1883-1896  
The Rise of Black Leadership in the Age of Booker T. Washington

*September 21*      **Annotated Bibliography Due by Midnight**

**PART THREE: THE BIRTH OF THE CIVIL RIGHTS MOVEMENT, 1900-1930**

September 24-28      Please read Carson, Ch. 13 and Dierenfield, Part Two, "The New Negro"



Founding of the NAACP and Civil Rights Activism  
Founding of the National Urban League  
Ida B. Wells-Barnett, Mary Church Terrell and Women's Activism

Oct 1-5

**PART THREE: CIVIL RIGHTS AND THE NEW NEGRO, 1915-1930**

Please read Carson, Ch. 13 and Dierenfield, Part Two, "The New Negro"

Founding of the NAACP and Civil Rights Activism  
Founding of the National Urban League  
Ida B. Wells-Barnett, Mary Church Terrell and Women's A  
Founding of the National Urban League  
Ida B. Wells-Barnett, Mary Church Terrell and Women's Clubs  
World War I and the Great Migration  
Asa Philip Randolph  
Marcus Garvey and the Universal Improvement Association  
Harlem Renaissance

October 8-12

**PART THREE: CIVIL RIGHTS AND THE NEW NEGRO, 1915-1930**

Please read Carson, Ch. 14 and Dierenfield, Part Two, "The New Negro"

World War I and the Great Migration  
Asa Philip Randolph  
Marcus Garvey and the Universal Improvement Association  
Harlem Renaissance

**PART FOUR: DEPRESSION AND WAR, 1930-1954**

Read Carson, Ch. 15 & 16 and Dierenfield, Part Two, "The New Negro"

Activism during the Depression and War  
Scottsboro Boys  
Black Radicalism  
"Black Cabinet" of the New Deal  
MOW Movement  
"Double V"  
The Road to *Brown* and the NAACP Dream Team  
Before Brown: Higher Education and Political Victories

*October 12*

Reaction Paper are due

October 15-19

**PART FOUR: DEPRESSION AND WAR, 1930-1954** continued

Read Carson, Ch. 15 & 16 and Dierenfield, Part Two, "The New Negro"

Activism during the Depression and War  
Scottsboro Boys  
Black Radicalism  
"Black Cabinet" of the New Deal

- MOW Movement  
 "Double V"  
 The Road to *Brown* and the NAACP Dream Team  
 Before Brown: Higher Education and Political Victories
- October 22-26      PART FIVE: THE SECOND RECONSTRUCTION REACHES FULL  
 CIRCLE: THE MDOERN-DAY CIVIL RIGHTS MOVEMENT, 1954-1974  
 Read Carson, Ch. 17 and Dierenfield, Part Three, "Freedom Bound"  
 The Road to *Brown* and the NAACP Dream Team  
 Before Brown: Higher Education and Political Victories  
*Brown* and Beyond, 1954-1957  
 Emmett Till's America, 1955  
 Another Answer? The Nation of Islam
- October 26      Topics and theses statements are due
- October 29-Nov. 2      Read Carson, Ch. 17 and Dierenfield, Part Three, "Freedom Bound"  
 Fighting Back: Grassroots Movements Nationwide, 1957-1960  
 Emerging National Leadership  
 The Birth of the Modern Sit-In Movement  
 Freedom Rides  
 Emerging Federal Intervention  
 From Texas to Virginia: The South Fights Back, 1960-1963
- November 2      Beginning Outlines for Research Papers are Due
- November 5-9      Read Carson, Ch. 18 and Dierenfield, Part Three, "Freedom Bound"  
 No Easy Walk: The March on Washington, 1963  
 Federal Intervention Widens, 1963-1965  
 Mississippi and Alabama: Is This America? (1964-1966)  
 Tremors: The Splintering of a Movement  
 Brother Malcolm: *I'm Malcolm X*
- November 9      Detailed Outlines are Due
- November 12-16      Read Carson, Ch. 19 and Dierenfield, Part Four, "The Move. Fractures"  
 Cities Burn: Urban Riots Unfold, 1965-1968  
 The Movement Shifts to *Black Power!*  
 A New Look at the Black Panther Party, 1966-1970  
 The Death of a King
- November 16*      Oral History Interviews and Synopses Due
- November 19      Read Carson, Ch. 19 and Dierenfield, Part Five, "Dream Deferred"  
 The Emergence of Black Political Leadership: Gary's Richard

Hatcher Paves the Way, 1968-1980s  
*Eyes on the Prize: America's Civil Rights Years*

November 19            Rough Drafts are Due

November 21-23        No Class!  
Have a Blessed and Safe Thanksgiving Holiday  
Reminder: A Good Time to Work on Research Papers

November 26-30        *Eyes on the Prize: America's Civil Rights Years*  
*When the Levies Broke* (HBO Productions, 2006)

**PART SIX: THE POST-CIVIL RIGHTS YEARS, 1974-2006**

December 3-5            *Bakke* and Beyond: Backlash and the Affirmative Action Discourse

*December 5*            Last Day of Class  
Final Research Papers are Due

**This Semester's Films:**

*Eyes on the Prize: America's Civil Rights Years Series* (Blackside Productions, 1988)

*Awakening" (1954-1956)*

*Fighting Back (1957-1962)*

*Ain't Scared of Your Jails (1960-1961)*

*No Easy Walk (1961-1963)*

*Mississippi: Is This America? (1962-1964)*

*Bridge of Freedom (1965)*

*The Time Has Come (1964-1966)*

*Two Societies (1965-1968)*

*Ain't Gonna Shuffle No More (1964-1971)*

*A Nation of Laws? (1968-1971)*

*The Keys to the Kingdom (1974-1980)*

*Back to the Movement (1979-Mid 1980s)*

*When the Levies Broke: A Requiem in Four Acts* (HBO Productions, 2006)

BE ADVISED THAT CHEATING AND PLAGIARISM CAN RESULT IN AN AUTOMATIC F FOR THE COURSE. THIS GOES FOR ALL ASSIGNMENTS AND TESTS. PLEASE REMEMBER DUE DATES FOR ALL ASSIGNMENTS AND TESTS. PLEASE DO NOT LOSE THIS SYLLABUS AND COURSE CALENDAR. THESE WILL BE YOUR LIFELINE FOR THE COURSE THIS SEMESTER. I HOPE THAT YOU WILL HAVE A GREAT TIME IN THIS CLASS