

HIST 244
American Civil Rights History, 1877-1970
Fall 2002, MWF 12:50-1:40
Library Conference Room/Pierce 102

Dr. Susan Youngblood Ashmore
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COURSE SYLLABUS

Course Description:

This course focuses on the modern civil rights movement in America from 1877 to 1970 with particular emphasis on the social, political, economic, and cultural aspects of the grass-roots movement that ended legalized segregation. In order to understand how America in general, and the South in particular, faced its racist past we will look at three themes throughout the semester: first, the variety of ways African Americans reacted against oppression; second, the ways the political system—on the federal, state, and local level—responded to the demands for change; and third, the myriad ways white Southerners confronted their changing environment. The struggle for African Americans to gain legal recognition as full citizens did not follow a straight path, and as a result this course will look at why it took almost one hundred years to accomplish some important goals. Throughout the semester we will have the opportunity to visit a few of the historical sites associated with the civil rights movement in Alabama and Georgia.

Course Goals:

There are several objectives for this course. First, by gaining a factual knowledge of this historical period the course seeks to assist students in learning to think historically by recognizing and criticizing evidence and using primary and secondary sources to understand the process of history. Second, this course strives to help students discover, understand, and appreciate the interplay of forces and personalities that shaped the history of the modern civil rights movement. Third, as a writing intensive class that fulfills the sophomore writing requirement, this course will also assist students in developing and refining their writing abilities by organizing, describing, and reaching conclusions on paper about material that they have studied. This course will teach students how to carry out historical research in order to write a significant essay using original archival research. These skills will benefit students in the future when they are in upper division courses.

Required Reading:

 These books are available at the campus bookstore

Robert M. Goldman, *Reconstruction & Black Suffrage: Losing the Vote in Reese & Cruikshank*, University Press of Kansas: Lawrence, 2001.

Bettye Collier-Thomas and V.P. Franklin, editors, *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement*, New York University Press: New York, 2001.

Waldo E. Martin, Jr., *Brown v. Board of Education: A Brief History with Documents*, Bedford/St. Martin's Press: Boston, 1998.

Melba Pattillo Beals, *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High*, Washington Square Press: New York, 1994.

Adam Fairclough, *Martin Luther King, Jr.*, University of Georgia Press: 1990, 1995.

John Dittmer, *Local People: The Struggle for Civil Rights in Mississippi*, University of Illinois Press: Urbana, 1994.

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 3rd ed., Bedford/St. Martin's Press: Boston, 2001.

Primary documents and journal articles provided through JSTOR on the library web page under Information Gateway and/or by the professor.

Grading and Assignments:

Essay One (5-7 double-spaced pages) on the Aftermath of Reconstruction and Jim Crow segregation (15%) initial draft due **September 30** and final draft due at the beginning of class on **October 7**. **Essay Two** (5-7 double-spaced pages) on the Civil Rights Movement in the 1950s (15%) initial draft due **November 1** and final draft due at the beginning of class on **November 8**. **Discussion leader** (5%) you will sign up to work with two other people to organize and run class discussion once during the semester. **Unannounced reading quizzes** (5%). **Research paper** (15-20 double-spaced pages) on the

topic of your choice based on primary and secondary sources (30%) final draft due at 5:00 p.m. on **December 6. Final exam** (20%) given on **Thursday, December 12 from 2:00-5:00. Participation and attitude** (10%) includes attending at least one outside trip scheduled throughout the semester: **September 14:** Without Sanctuary Lynching Photography Exhibit and the Ebenezer Baptist Church/MLK National Park Service Cite; **September 21:** Tuskegee Institute National Park Service Cite; **October 19:** Atlanta History Center, Smithsonian Photography Exhibit Reflections in Black; **November 16:** Birmingham Civil Rights Institute.

All assignments as well as your final course grade will be based on the +/- system.

Honor Code:

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your name or signature on a paper or test submitted for credit shall indicate you have neither given nor received unauthorized information on the work, nor have you condoned the giving or receiving of unauthorized information by others. As a student at Oxford College of Emory University you have agreed to abide by the honor pledge and have taken upon yourself the responsibility of upholding the Honor Code; you are urged to inquire of the Honor Council about any doubtful case at any time throughout the semester. For complete details on the Honor Code please see pages 94-97 in the Oxford College 2002-2003 Catalog.

Note on writing and plagiarism: Students must be scrupulous to avoid plagiarism and to give very precise and complete citations for any work used in any way. Always make it precisely clear to the reader through the use of quotation marks and citations which words, if any, are taken from some other source. Be very careful if you draw on any source—whether from the internet or an archival reference—to give the precise source of each and every word used. Avoid using too many direct quotations; I am much more interested in your paraphrasing of, and commentary upon, the authors' arguments than in your ability to quote directly. Nevertheless, even when paraphrasing you need to cite the source used. For further details see Chapter 5 in Mary Lynn Rampolla's *A Pocket Guide to Writing in History* as well as the American Historical Association's "Statement on Plagiarism" that will be handed out and discussed in class.

Attendance Policy:

Class begins at 12:50 and ends at 1:40. This is a course that requires your regular attendance and active participation in class. Students are allowed two absences, every absence after that will deduct points from the class participation/attitude portion of your final course grade. It is your responsibility to obtain missed notes from class and to turn in all assignments on time. During class discussion of reading material I expect you to have prepared before class. You will be expected to attend at least one (although you can go on more than one) outside trip scheduled for September 14, September 21, October 19, or November 16. It is also highly recommended that you attend the visit to the Emory Special Collections after class on October 4.

If you miss a due date for any assignment, **only absences due to medical or family emergencies** (for example, attending the funeral of an immediate family member) are valid. You will need to present written evidence of your illness or family emergency for an excused absence. If you miss a due date on a written assignment, whether in preliminary draft form or final form, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that assignment. If you turn in your written assignment in after the beginning of class but on the same day it is due you will be deducted **2.5** points from your grade for that assignment. You cannot change the time of your final exam because of travel plans, vacation plans, job opportunities, or having more than one final exam on one day.

I encourage you to visit me during my office hours, or make an appointment with me if my office hours do not coincide with your schedule. One of the positive experiences you can have at Oxford College is getting to know your professors well. So, take advantage of that opportunity and come see me throughout the semester.

Class Etiquette:

E-mail: We will have a class conference on LearnLink that corresponds with this course. I will post all assignments on the conference as well as other pertinent items that may enhance class discussion. When communicating with your fellow classmates on the conference or with me on my personal e-mail address do not post anything that you would not be comfortable saying to your classmates or to me in person.

Class Discussion: We will spend time this semester discussing readings written by professional scholars as well as by ourselves. In this process of discussion it is important to nurture the habit of being a good listener. Practice paying close attention to what others are saying as well as what you are saying. Through this process of listening well we will also respect each other. Our goal is to understand, not to operate only out of a place of judgment. In this manner we will be able to see the nuance and historical context of what we study to gain a deeper understanding. It is also essential that we build a sense of trust among ourselves that will enable us to speak frankly about some difficult parts of our historical past. If education means anything it changes us. That is not easy because we do not like change. So we have to be prepared to face historical reality to enable us to see the world from the perspective of others.

Cell phones: I do not take phone calls during class so you should not either. Turn off your cell phone when you are in class or when we are visiting a historic site.

SCHEDULE

Aug 28	Syllabus, What is the Civil Rights Movement?	
Aug 30	Making Connections between History and English	Readings on Writing
Sept 2	No Class, Labor Day Holiday	
Sept 4	Reconstruction and Its Aftermath	Goldman, JSTOR article
Sept 6	Reconstruction and Its Aftermath	Goldman, JSTOR article
Sept 9	Creation of Jim Crow Segregation: The New South	Goldman, JSTOR articles
Sept 11	Creation of Jim Crow Segregation: Racial Violence	Goldman, JSTOR articles
Sept 13	**Discussion of Jim Crow Segregation	Goldman, JSTOR articles
Sept 14 Church	Visit "Without Sanctuary" Lynching Photography Exhibit and Ebenezer Baptist	
Sept 16	Strategies for Change: F. Douglass/Ida B. Wells	JSTOR articles
Sept 18	Strategies for Change: Booker T. Washington	JSTOR articles, Atl
Compromise		
Sept 20	Strategies for Change: WEB DuBois	JSTOR articles; "The
Credo"		
Sept 21	Visit Tuskegee University	
Sept 23	Emory as a Case Study: Andrew Sledd	Sledd article and paper
Sept 25	**Discussion of Strategies for Change	JSTOR articles and
readings		
Sept 27	Creation of the NAACP	"The Call"
	Proposal for Research Paper Due at Beginning of Class (10% of paper grade)	
Sept 30	The Great Migration/World War One	JSTOR article
	Initial Draft of Essay One Due (20% of paper grade)	
Oct 2	Aftermath of World War One	JSTOR article
Oct 4	The Great Depression and the New Deal	JSTOR article
	To Emory Special Collections	
Oct 3-6	Lynching and Racial Violence in America: Histories and Legacies	
going)	Emory University Conference (I have registration forms if you are interested in	
Oct 7	The SCHW and the CIO	JSTOR article
	Final Draft of Essay One Due at the beginning of class (80% of paper grade)	
Oct 9	The Communist Party	Documentary
"Scottsboro"		
Oct 11	**Discussion of Great Depression/New Deal All readings	

Oct 14	No Class Fall Break	
Oct 16	World War II: Double V Campaign	JSTOR article, Sisters
Oct 18	The Post-War South, What Changed?	Ditmer, Walter Oral
History		
Annotated Bibliography for Research Paper Due at Beginning of Class (10% of paper grade)		
Oct 19	Visit the Atlanta History Center	
Oct 21	NAACP Plan to Overturn <i>Plessy</i>	Martin, JSTOR article
Oct 23	Response to <i>Brown</i>	Martin, Ditmer
Oct 25	Integration of Central High, Little Rock, Ark	Martin, Beals
Oct 28	**Discussion of <i>Brown</i> and its Aftermath	
	Martin, Beals, Ditmer, & all readings	
Oct 30	Montgomery Bus Boycott	Fairclough, Sisters
Nov 1	Montgomery Bus Boycott/Creation of SCLC	Fairclough
	Initial Draft of Essay Two Due (20% of paper grade)	
Nov 4	Student Sit-Ins & Nashville Movement	Article
Nov 6	SNCC–Freedom Rides and Mississippi	“Eyes on the Prize,”
Ditmer		
Nov 8	SCLC in Albany and Birmingham	Fairclough, “Eyes on the
Prize”		
Final Draft of Essay Two Due at the Beginning of Class (80% of paper grade)		
Nov 11	March on Washington	Sister, readings, “Eyes on
the Prize”		
Nov 13	Washington’s Response-the Civil Rights Act	CBS Documentary
Nov 15	**Discussion of SNCC and SCLC 1960-1964	All readings
Nov 16	Visit Birmingham Civil Rights Institute, Francis Walter	
Nov 18	Freedom Summer	Ditmer, Sisters
Nov 20	SCLC in Alabama	Fairclough
Nov 22	MFDP and the Democratic Convention	Ditmer, Sisters
	Initial Draft of Research Paper Due at Beginning of Class (20% of paper	
grade)		
Nov 25	The Voting Rights Act	JSTOR Article
Nov 27	No Class Thanksgiving	
Nov 29	No Class Thanksgiving	
Dec 2	LBJ’s War on Poverty and Civil Rights	Ditmer, Ashmore article
Dec 4	Quest for Black Power in Lowndes Co	Readings
Dec 6	1968 and Black Power	Ditmer, Sisters
	Final Draft of Research Paper Due at 5:00 p.m. (60% of paper grade)	
Dec 9	Discussion What Changed?	All readings
Dec 11	Reading Day	
Dec 12	Final Exam 2:00-5:00 , bring a blue book.	
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