

University of Texas at El Paso
Department of History
Fall Term 2019
Readings and Interpretations on the Modern Civil Rights Movement
Course Numbers: HIST 5305

I. Professor's Information

Name: Dr. Michael Williams

Course Location: **Liberal Arts Building, Room 310**

Course Meeting Times: Thursdays 1:30 p.m.-4:20 p.m.

Office Location: **LART, Rm 401**

Office Hours: Mondays/Wednesdays 12:00-2:00 p.m. and by appointment

Phone number: 747-7822

E-mail: mvwilliams@utep.edu

II. Course Description:

This course critically examines what scholars term the “modern civil rights movement” and thus the meaning of civil rights struggle in the United States during the 20th century. In addition, the course analyzes the antecedents leading to the modern civil rights period (beginning in 1954) and examines the primary role of African Americans in the struggle for equality and the resistance movements, both political and covert, they engendered. Throughout the course specific attention will be placed upon the various resistance tactics/strategies that African Americans implemented during this period of study and the role/reaction of federal and state agents or agencies from the perspective of political and social history. Most importantly, this course will explore the ways scholars have written about civil rights struggle and the true meanings behind top-down and bottom-up strategic-based approaches to social and political resistance.

By the end of the course, students should have a sound grasp of the social, cultural, and political impact and meaning of the Civil Rights movement during the 20th century and how scholars have written about the period. Students will also engage in critical thought regarding significant historical issues within African Americans’ social, economic and political struggle.

Academic Objectives:

- a.) Gain basic knowledge of the time period and the life experiences of those involved.
- b.) Enhance critical thinking skills and its application towards dissecting and understanding the significance and impact of historical issues.

III. Required Readings:

Students must acquire the required readings before the start of the semester to avoid difficulties resulting from availability issues. Any student who has trouble locating the material must notify me immediately. **Lack of a book, however, does not equal a legitimate excuse for incomplete work nor the inability to participate fully in course discussions.**

Required Readings:

Patterson, James T. *Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Past* (2001)

Fairclough, Adam. *Race & Democracy: The Civil Rights Struggle in Louisiana, 1915-1972* 2nd edition (1995)

Berg, Manfred. *"The Ticket to Freedom" The NAACP and the Struggle for Black Political Integration* (2005)

Dittmer, John. *Local People: The Struggle for Civil Rights in Mississippi* (1994)

Aldon, Morris. *The Origins of the Civil Rights Movement: Black Communities Organizing for Change* (1984)

Eskew, Glenn T. *But for Birmingham: The Local National Movements in the Civil Rights Struggle* (1997)

Carson, Clayborne. *In Struggle: SNCC and the Black Awakening of the 1960s* (1981)

Ransby, Barbara. *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision* (2003)

Tyson, Timothy. *Radio Free Dixie: Robert F. Williams and the Roots of Black Power* (1999)

Green, Ben. *Before His Time: The Untold Story of Harry T. Moore, America's First Civil Rights Martyr* (1999)

McMillen, Neil. *The Citizen's Council: Organized Resistance to the Second Reconstruction, 1954-64* (1971)

Austin, Curtis J. *Up Against the Wall" Violence in the Making and Unmaking of the Black Panther Party* (2006)

Jefferies, Hasan. *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt* (2009)

****All assigned article readings are available on JSTOR or provided if not available ****

Course Requirements: Students are required to attend each class and read all assignments with a critical eye and complete all written work when given. Students can expect absences to negatively affect their overall grade. If a student **has** to miss a class, she or he must present the professor with an official document of excuse; all excuses will be filed away and evaluated at the end of the semester. For a graduate course, however, it is important that students avoid missing any classes. Students with disabilities, **verified through The Center for Accommodations and Support Services (CASS)**, should notify the professor immediately of any required classroom accommodations.

Graded Assignments:

Book Reviews: Students will complete two 500-750 word book reviews over the course of the semester. Works selected for review may come from either the assigned or suggested readings lists and will be due on the day that we discuss the book and its significance or the day of the suggested reading. **Book assignments will be solidified during the first class meeting.** In addition to the book review, students will lead the discussion on the day in which their book is the subject of attention. It would be helpful to consult the format and style of book reviews published in major historical journals such as the *Journal of African American History* or the *Journal of American History*.

Book Review Requirements:

Book reviews for this course must do more than inform the reader as to what the book is about. Truly effective book reviews provide a critical analysis of the author's core argument and the ideological structure of the book. In the reviews that you will write for this class, you must provide a clear and well-written analysis of the presented work. Each review should clearly define the author's argument, discuss strengths and weaknesses, as well as provide commentary on the overall presentation and effectiveness of the work and its value to our understanding of civil rights struggle. I do not simply want you to regurgitate what the author has written nor do I want you to merely summarize the books; each review should showcase your ability to critically analyze historical arguments, identify suppositions and dissect points of view. Both reviews should also discuss the relevancy of the arguments and solutions the authors present for the problems of their time to those same problems today or whether you believe the issues discussed continue to be problematic.

Presentations: At the beginning of each class, students will provide a brief 4-5 minute discussion of the assigned reading before the larger discussion takes place. The presentation should address the core issues of the reading and its contributions to the discussion and understanding of civil rights scholarship. Each student must come to class prepared to **FULLY** discuss the works thoroughly and to be able to judge their importance and, when applicable, their weakness in the realm of historical understanding and clarity of points regarding the Modern Civil Rights Era.

Preliminary Paper Proposal and Bibliography: As a means of helping to narrow the focus of the final paper and thus avoid research problems later during the semester, students are required to turn in a paper proposal and brief bibliography no later than September 19th. Students must schedule a meeting with me to discuss their topic idea much earlier to ascertain the feasibility of the project. It is imperative that students began the final paper project as soon as possible to get ahead of the research process and thus be better prepared to adjust to any problems that may arise.

Final Paper: Each student will write a 15-25 page research essay on a specific topic of Civil Rights history in consultation with the professor. The final paper will require diligence, careful planning, and self-discipline to complete. The paper will require that you use both primary and secondary source materials and present a clear argument and analysis of your chosen topic. This will be an opportunity for you to add to the historical discussion therefore you are expected to provide new and fresh outlooks in your paper that you may build upon for potential publication. Prior to the end of the course, each student will provide the class with a brief presentation of the assigned paper topic.

Grade Point Breakdown:

Book Review #1	10%
Paper proposal and bibliography	10%
Book Review # 2	15%
Participation	25%
Final Essay	40%
Total Available Points	100

The grading scale used for this course reflects the standard A through F scale: 100-90= A; 89-80= B; 79-70= C; 69-60= D; 59 and below = F. To calculate your final grade I will add the total number of points scored on all assignments and divide that number by the total number of points possible. I will not percentage anything as everything is weighted the same.

Assignment Makeup Policy:

Although I do not anticipate missed assignment at this academic level, if you miss a scheduled project deadline because of a legitimate excuse (**supported by documentation**) you must contact the professor immediately to schedule a makeup. Students have a one-day window after the day of the missed assignment to make it up, after that he or she will earn a zero unless an extended rescheduling period has been agreed upon. **If a student has a problem with an earned grade on an assignment, she or he must wait 24 hours before meeting with the professor to discuss it.**

If you have a disability and need classroom accommodations, please contact **The Center for Accommodations and Support Services (CASS) at 747-5148**, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

IV. Class Behavior:

Absence and Tardiness:

When you enrolled in this course you, in effect, agreed to attend scheduled meeting times. **Be forewarned that class attendance will be taken at the beginning of each class meeting and students can expect absences to have a negative impact on their overall grade. Students acquiring 2 or more unexcused absences will automatically fail this course.**

Cheating:

University of Texas at El PASO has an approved Academic Integrity Policy that applies to all students. The policy states: “Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” Proven violations of regulations outlined in the *Handbook of Operating Procedures* (HOP) <https://www.utep.edu/vpba/hoop/section-2/student-conduct-and-discipline.html>, can result in discipline ranging from probation to failing the course and or suspension or dismissal.

Under no circumstance will cheating of any kind be tolerated. Cheating on an assignment will result in an automatic **F** followed by appropriate university actions, so refrain from engaging in any unethical behavior as your work will be monitored. For further information regarding UTEP’S Academic Integrity policy, please visit <http://catalog.utep.edu/grad/academic-regulations/curriculum-and-classroom-policies/>

Cell Phones and other Electronic Forms of Communication:

Cell phones and such are not allowed in operation mode at any time during the class period. If a cell phone or any other unauthorized electronic device interrupts class, the offending student(s) may be asked to leave the classroom and recorded absent for the day regardless of the time of the infraction.

Discussion of Course Topics:

Due to the nature and limited number of students allowed in this course, student participation is paramount. As a result, the class is structured to initiate student participation and to provide opportunities to engage in meaningful dialog regarding specific historical circumstances and events related to the modern Civil Rights movement. Although I will lead many of the discussions, the overall objective is to create an environment conducive to the expansion of ideas, arguments, and subjects introduced in lecture/readings and to the development of individual perspectives regarding the period outlined. Thus, individuals who actively participate **FULLY** in course discussions will benefit the most while those who do not, will not.

Important Dates:

Paper Proposal/Bibliography.....	September 19, 2019
Book Review # 1.....	September 26, 2019
Book Review # 2.....	October 10, 2019
Final Paper.....	November 7, 2019
Holiday (Labor Day).....	September 2, 2019
Holiday(Thanksgiving).....	November 28-29, 2019

V. Class Schedule for Required Readings and Assignments: (Syllabus/Schedule subject to changes.) The following outlines the completion dates for each reading assignment so that students are prepared to participate in class discussions and follow the course of the discussion

Week I: Aug. 29: **Course introduction/discussion on the sociopolitical impact of the Civil Rights Movement on America’s racial development and the meaning of social resistance**

Week II: Sep. 5: **The Origins and Meaning of Civil Rights Struggle and Study**

Common Readings:

- Morris Aldon, *The Origins of the Civil Rights Movement: Black Communities Organizing for Change* (1984)
- Sundiata Keita Cha-Jua and Clarence Lang, "The "Long Movement" as Vampire: Temporal and Spatial Fallacies in Recent Black Freedom Studies," *The Journal of African American History* , Vol. 92, No. 2 (Spring, 2007): 265-288.
- Jacquelyn Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past," *The Journal of American History* , Vol. 91, No. 4 (Mar., 2005): 1233-1263.

Suggested Readings:

- Manning Marable, *Race, Reform, and Rebellion: The Second Reconstruction in Black America, 1945-1982* (1984)
- C. Van Woodward, *The Strange Career of Jim Crow* (Commemorative Edition, 2002)

Week III: Sep. 12: “The Legacy of *Brown v. Board*”: What did and does the *Brown Decision* Mean for the Civil Rights Movement?

Common Readings:

- James T. Patterson, *Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Past* (2001)
- Manfred Berg, “*The Ticket to Freedom*” *The NAACP and the Struggle for Black Political Integration* (2005)

- Michael J. Klarman, “How *Brown* Changed Race Relations: The Backlash Thesis.” *Journal of American History*, (June 1994): 81-118.
- Mark Tushnet, “The Significance of *Brown v. Board of Education*.” *Virginia Law Review*, Vol. 80, No. 1, Twentieth-Century Constitutional History (February, 1994): 173-184.
- David Garrow, “Hopelessly Hollow History: Revisionist Devaluing of *Brown v. Board of Education*.” *Virginia Law Review*, Vol. 80, No. 1, Twentieth-Century Constitutional History (February, 1994): 151-160.

Suggested Readings:

- Michael J. Klarman, *From Jim Crow to Civil Rights: The Supreme Court and the Struggle for Racial Equality*. New York: Oxford University Press, 2004
- August Meier and John H. Bracey, Jr., “The NAACP as a Reform Movement, 1909-1965: “To Reach the Conscience of America,”” *The Journal of Southern History*, Vol. 59, No. 1 (Feb., 1993): 3-30
- Richard Kluger, *Simple Justice: The History of Brown v. Board of Education and Black America’s Struggle for Equality*. New York: Alfred A. Knopf, 1976.

Week IV: Sep. 19: Local Studies: The Power of the Common Band of Man and Woman

Common Readings:

- John Dittmer, *Local People: The Struggle for Civil Rights in Mississippi* (1994)
- J. Michael Butler, “The Mississippi State Sovereignty Commission and Beach Integration, 1959-1963: A Cotton-Patch Gestapo?,” *The Journal of Southern History*, Vol. 68, No. 1 (Feb., 2002): 107-148.
- Timothy J. Minchin and John A. Salmond. ““The Saddest Story of the Whole Movement’: The Clyde Kennard Case and the Search for Racial Reconciliation in Mississippi, 1955-2007,” *Journal of Mississippi History* Vol. LXXI, N0. 3 (Fall, 2009): 191-234.

Suggested Readings:

- Charles M. Payne, *I’ve Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle* (1995)
- Kenneth T. Andrews, *Freedom is a Constant Struggle: The Mississippi Civil Rights Movement and its Consequences* (2004)

Week V: Sep. 26: **Local Studies:**

Common Readings:

- Adam Fairclough, *Race & Democracy: The Civil Rights Struggle in Louisiana, 1915-1972*, 2nd edition (1995)

Suggested Readings:

- William H. Chafe, *Civilities and Civil Rights: Greensboro, North Carolina, and the Fate of Black Schools in the South* (1994)

Week VI: Oct. 3: **Local Studies:**

Common Readings:

- Glenn T. Eskew, *But for Birmingham: The Local National Movements in the Civil Rights Struggle* (1997)
- Jennifer L. Eichstedt, "Problematic White Identities and a Search for Racial Justice," *Sociological Forum*, Vol. 16, No. 3 (Sep., 2001): 445-470.

Suggested Readings:

- Marjorie L. White and Andrew M. Manis, eds., *Birmingham Revolutionaries: The Reverend Fred Shuttlesworth and the Alabama Christian Movement for Human Rights*. Macon, Georgia: Mercer University Press, 2000.
- Diane McWhorter, *Carry Me Home, Birmingham, Alabama: The Climactic Battle of the Civil Rights Revolution*. New York and London: Simon & Schuster, 2002.

Week VII: Oct. 10: **Organized Resistance: The Dawning of a Youth Movement**

Common Readings:

- Hasan Jefferies, *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt* (2009)
- Timothy B. Tyson, *Radio Free Dixie: Robert F. Williams and the Roots of Black Power* (1999)
- Akinyele Omowale Umoja, "We Will Shoot Back": The Natchez Model and Paramilitary Organization in the Mississippi Freedom Movement," *Journal of Black Studies*, Vol. 32, No. 3 (Jan., 2002): 271-294.

Suggested Readings:

- Stokely Carmichael and Charles V. Hamilton, *Black Power: The Politics of Liberation in America* (1967)

- Timothy B. Tyson, Robert F. Williams, “‘Black Power,’ and the Roots of the African American Freedom Struggle,” *The Journal of American History*, Vol. 85, No. 2 (Sep., 1998): 540-570.
- Lance Hill, *The Deacons for Defense: Armed Resistance and the Civil Rights Movement* (2004)

Week VIII: Oct. 17: **The Power of Youth Organization and Resistance**

Common Readings:

- Clayborne Carson, *In Struggle: SNCC and the Black Awakening of the 1960s* (1981)
- Hasan Kwame Jeffries, “SNCC, Black Power, and Independent Political Party Organizing in Alabama, 1964-1966,” *The Journal of African American History*, Vol. 91, No. 2 (Spring, 2006):171-193.
- Emily Stoper, “The Student Nonviolent Coordinating Committee: Rise and Fall of a Redemptive Organization,” *Journal of Black Studies*, Vol. 8, No. 1 (Sep., 1977): 13-34.
- Joanna Schneider Zangrando and Robert L. Zangrando, “Black Protest: A Rejection of the American Dream,” *Journal of Black Studies*, Vol. 1, No. 2 (Dec., 1970): 141-159.

Week IX: Oct. 24: **The Taking Up of Arms: The Power and Planning of the Panthers**

Common Readings:

- Curtis J. Austin, *Up Against the Wall” Violence in the Making and Unmaking of the Black Panther Party* (2006)
- Jessica C. Harris, “Revolutionary Black Nationalism: The Black Panther Party,” *Journal of Negro History*, Vol. 86, No. 3, (2001): 409-421.

Week X: Oct. 31: **White Resistance**

Common Readings:

- Neil McMillen, *The Citizen’s Council: Organized Resistance to the Second Reconstruction, 1954-64* (1971)
- Rick Seltzer and Grace M. Lopes, “The Ku Klux Klan: Reasons for Support or Opposition Among White Respondents,” *Journal of Black Studies*, Vol. 17, No. 1 (Sep., 1986): 91-109.

- Kenneth O'Reilly, "The FBI and the Civil Rights Movement During the Kennedy Years--from the Freedom Rides to Albany," *The Journal of Southern History* , Vol. 54, No. 2 (May, 1988): 201-232.
- David Alan Horowitz, "White Southerners' Alienation and Civil Rights: The Response to Corporate Liberalism, 1956-1965," *The Journal of Southern History*, Vol. 54, No. 2 (May, 1988): 173-200.

Suggested Readings:

- Yasuhiro Katagiri, *The Mississippi State Sovereignty Commission: Civil Rights and States' Rights* (2001)
- David Chappell, *Inside Agitators: White Southerners in the Civil Rights Movement* (1994)

Week XI: Nov. 7: **Biographical Approaches to Historical Analysis: Women of the Movement**

Common Readings:

- Barbara Ransby, *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision* (2003)
- LaVerne Gyant, "Passing the Torch: African American Women in the Civil Rights Movement," *Journal of Black Studies*, Vol. 26, No. 5, Special Issue: The Voices of African American Women in the Civil Rights Movement (May, 1996): 629-647.
- LaVerne Gyant and Deborah F. Atwater, "Septima Clark's Rhetorical and Ethnic Legacy: Her Message of Citizenship in the Civil Rights Movement," *The Journal of Black Studies* , Vol. 26, No. 5, Special Issue: The Voices of African American Women in the Civil Rights Movement (May, 1996): 577-592.
- Anita K. Foeman, "Gloria Richardson: Breaking the Mold," *The Journal of Black Studies*, Vol. 26, No. 5, Special Issue: The Voices of African American Women in the Civil Rights Movement (May, 1996): 604-615.

Week XII: Nov. 14: **Always Before Their Time: the Impact of Social Activism and Martyrdom on the Overall Movement**

Common Readings:

- Ben Green, *Before His Time: The Untold Story of Harry T. Moore, America's First Civil Rights Martyr* (1999)
- Frederick D. Harper, "The Influence of Malcolm X on Black Militancy," *Journal of Black Studies*, Vol. 1, No. 4 (Jun., 1971): 387-402.
- Sidney M. Willhelm, "Martin Luther King, Jr. and the Black Experience in America," *Journal of Black Studies* , Vol. 10, No. 1 (Sep., 1979): 3-19.

- David J. Garrow, “Martin Luther King, Jr., and the Spirit of Leadership,” *The Journal of American History*, Vol. 74, No. 2 (Sep., 1987):438-447.

Week XIII: Nov. 21: “Thoughts and Conclusions” (Paper Presentations)

Week XIV: Nov. 28: Holiday

Week XV: Dec 5: Final Class Period (Paper Presentations)

Analytical Paper Assignment: Due November 7, 2019

You will be required to write a 15-25 page analytical paper addressing a specific aspect of the Civil Rights movement, be it an individual, act, event, etc., and demonstrate its overall importance or hindrance to the African American Freedom Struggle. The paper must contain both primary and secondary source materials and demonstrate a strong level of critical analysis bolstered by a clear and supported thesis. At all costs, you should avoid generalizations and support your position. **Before committing to a specific subject matter, you must get professor approval of your chosen topic. I will need a brief listing of the primary and secondary source materials you plan to use ASAP.** All papers must be typed double spaced, clearly written, and use **12 point font and Times New Roman Script**. Grammatical errors, misspelled words, awkward sentence and paragraph structure, and unclear prose will hurt your overall grade. Be sure to look over your work and correct any mistakes before turning in the rough and final draft. **All papers must be stapled, contain a coversheet and your signed name clearly visible or it will not be accepted.** Please feel free to consult with the professor during the semester. **I also encourage students to take advantage of the services offered by the writing center regarding this assignment.**

Plagiarism and Citation: In this course, you will be required to cite sources for any material which you quote or paraphrase in any written work or assignment. Please use the *Chicago* style manual for citations. I require that students use footnotes rather than endnotes or parenthetical citation formats. **Again, this course operates under an established and ENFORCED system of ACADEMIC INTEGRITY.** Please feel free to contact the professor if you have any questions. For further discussions regarding the *Chicago* style citation methods, see [Chicago-Style Citation Quick Guide](#).