I. Professor’s Information

Name: Dr. Michael Williams
Course Location: Liberal Arts Building Rm 318
Course Meeting Times: Tues/Thur. 1:30-2:50 p.m.
Office Location: LART, Rm 401

Virtual Office Hours: Tuesdays/Thursdays 9:00-10:30 a.m. and by appointment. I will also be reading email messages daily and will respond within a 24-hour period. Zoom links will be sent to your email address each week for scheduled office hours. **If you require a face-to-face meeting, please let me know and I will arrange a meeting in person.**

Phone number: 915-747-7822
E-mail: mvwilliams@utep.edu

II. Course Description:

The objective of this course is to provide students with not only an understanding of the modern Civil Rights movement but the meaning of civil rights struggle in the United States during the 20th century. The course will also examine the antecedents leading to the modern civil rights period and examine the role of African Americans in the struggle for equality and the resistance movements, both political and covert, they engendered. Although many scholars mark the beginning of the modern Civil Rights movement with the advent of the *Brown v. Board* decision or with the lynching of 14-year-old Emmett Louis Till, this course pays close attention to events happening prior to the 1950s that laid the groundwork for what transpired from *Brown* forward. Throughout the course specific attention will be placed upon the varied tactics/strategies African Americans implemented in the struggle for civil rights and the role/reactivation of federal and state agents or agencies during the movement from the perspective of political and social history. Much of the focus will be on the two prongs of the Civil Rights movement: the top-down reaction of the federal government and its policies concerning civil rights and grassroots mobilization that exerted pressure on the federal government to act. **This course utilizes a variety of mediums (video and documentary clips, period music, oral expressions, speeches and first-person accounts and recollections, etc.) to get at the heart of the Civil Rights movement through the lives of those most at its center.**

By the end of the course, students will have a sound grasp of the social, cultural, and political impact and meaning of the Civil Rights movement during the 20th century and be able to think critically about significant historical issues regarding 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.

The UTEP Edge is our philosophy that acknowledges the many assets our students bring to the
University. We provide a variety of high-impact experiences both in and out of the classroom
through the work of our faculty, staff, alumni, and community partners that build on these assets
and talents. Many of the assignments and discussions in this class will further develop the talents
you bring to this class such as developing your communication skills, teamwork, critical
thinking, and problem solving.

III. Required Readings:

Students should purchase the required readings at the very start of the semester to avoid
difficulties resulting from availability issues. Any student who has trouble locating the material
must notify the professor immediately. Lack of a book, however, does not make for a legitimate
excuse for incomplete work. The required books below are available at the UTEP Bookstore. If
you are unable to acquire your textbooks through UTEP, feel free to consult an internet provider
such as Amazon or Barnes and Noble. Make sure, however, that the editions are the same as
those listed below.

   - Please visit UTEP Bookstore

Required Readings:

2008


Clayborne Carson, et al. *The Eyes on the Prize Civil Rights Reader: Documents, Speeches,
and Firsthand Accounts from the Black Freedom Struggle*, 1991

Chana Kai Lee, *For Freedom’s Sake: The Life of Fannie Lou Hamer*, 1999

Belt*, 2009

****Reserve readings (if assigned) will be available at the circulation desk of the
University Library; electronic document access will also be available.****

Exam Booklets: Test Blue Books will be provided by the professor
Course Requirements:
Students are required to attend each class meeting, 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 an official document of excuse; all excuses will be filed away and reexamined at the end of the semester. It is important that students (if at all possible) avoid missing any classes. The University is committed to providing reasonable accommodations and auxiliary services to students and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students with disabilities, verified through The Center for Accommodations and Support Services (CASS), should notify the professor immediately of any required accommodations. See, Center for Accommodations and Support Services.

Grades:
There will be a total of two major essay exams and a Final worth 100 points each, two book exams worth 60 points total, a 5-7 page critical analysis paper worth 100 points, two quizzes worth 20 points combined and an attendance/participation grade worth 20 points combined. Students have a total of 500 possible points over the course of the semester.

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<th>Total Points earned:</th>
<th>Final Grade:</th>
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<tr>
<td>500-450</td>
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<td>449-400</td>
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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.

Examination and Makeup Policy:
Each exam will be divided into two sections: identification/short-answer and essay. If you miss an exam, quiz, or assignment because of a legitimate excuse (supported by documentation) you must contact the professor immediately to schedule a makeup test. Students have a one-day window after the day of the missed exam to make it up, after that he or she will earn a zero for the examination unless an extended rescheduling period has been agreed upon. If a student has a problem with an earned grade on an exam, she or he must wait 24 hours before meeting with the professor to discuss it.

Again, any student with a disability who needs classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148; 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 enroll in this course you are, in effect, agreeing to attend scheduled meeting times. Be forewarned that attendance will be taken at the beginning of each class meeting and one can expect absences to have a negative impact on your overall grade. If you are absent for a class meeting it is your responsibility to make up any work, acquire any missed information from your fellow classmates and provide documentation to the professor. Tardiness will not be tolerated and habitual lateness can also hurt your grade so do not make a habit of arriving late for class. **Students acquiring three or more unexcused absences will lose 15 points off their attendance/participation grade.**

COVID-19 Protocols: Any student who contracts COVID-19, or who must care for someone who has contracted the COVID-19 virus, must let me know immediately so that I can plan with the impacted student regarding the class and coursework. As a means of protecting your privacy, and that of your family, please do not email me any health-related information. Instead, I am asking that students send me an email with a viable phone number and a request that I call you back.

You must STAY AT HOME and let your Professor know if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. UTEP also requires that any student who reports a positive COVID-19 test must report this via covidaction@utep.edu. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. **Due to the ever-changing nature of the many coronavirus variants, masks are highly recommended for those attending this course regardless of vaccination status.**

Over the course of the semester, I highly recommend that students wear masks while in the classroom as a means of increasing public health and safety during the semester. Furthermore, Centers for Disease Control and Prevention (CDC) guidelines now recommend that individuals wear masks indoors in public regardless of vaccination status in areas with substantial or high COVID-19 transmissions (The CDC currently lists El Paso County as High). I will wear a mask while teaching as another added level of protection for each of you and recommend you all do the same.

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 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; and any act designed to give unfair advantage to a student or the attempt to commit such acts” ([https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html](https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html)). Proven violations can result in a failing grade on the particular
assignment, a failing grade in the overall course or university investigations and actions by the Office of Student Conduct and Resolution. Such investigations can lead to suspension, expulsion from the university or other university-directed sanctions. So please refrain from engaging in any unethical behavior as your work will be monitored.

Under no circumstance will cheating of any kind be tolerated in this course. Cheating on an assignment will result in an automatic F and, again, may result in university actions. For further information regarding UTEP’S Academic Integrity policy, please see https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html. Students please be aware that ALL suspected violations of academic integrity will be addressed and may also be reported to the Office of Student Conduct and Conflict Resolution (OSCCR). Please see https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html.

Cell Phones and other Electronic Forms of Communication:
Cell phones and such are not allowed in operation mode at anytime 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. If, due to emergencies, a student needs to have their phone on, please inform me and I will work with you.

Discussion of Classroom Topics:
Due to the nature of 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 African American history. Although lectures make up a large part of the class structure, the overall objective is to create an environment conducive to the expansion of ideas, arguments, and subjects introduced in lecture and to the development of individual perspectives regarding the period outlined. Thus, individuals who actively participate in course discussions will benefit the most from this course.

Sleeping and Newspapers:
It is a known and accepted fact that we all get tired at some point in time, sleeping in class however, is never an accepted remedy. Napping in class is not only rude to the professor and all those assembled, it also reflects poorly upon the offending individual. Reading of newspapers, magazines or any other unauthorized materials in class is simply rude behavior and will not be tolerated. Infractions of either sort will result in the student being asked to leave the class and awarded an absence for the day regardless of the time of the infraction.

Important Dates:
Exam # 1................................................................. September 23rd
Reading Exam # 1 (SNCC)................................................. October 7th
Exam# 2................................................................. October 21st
Reading Exam # 2 (For Freedom’s Sake)....................... November 4th
Critical Analysis Paper (Bloody Lowndes).................... November 11th
Holiday (Labor Day).................................................. September 6, 2021
Holiday (Thanksgiving)............................................. November 25-26, 2021
Final Exam......................................................... December 10, 2021
V. Class Schedule for Required Readings and Assignments: (In light of extenuating circumstances, the contents of the syllabus and the schedule, structure and delivery of the course are subject to changes. Students will be notified in advance of any course-related 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 lectures

Week I: Aug. 24-26: **Course Introduction/ discussions**
Sitkoff (Ch. 1)

Week II: Aug.-Sept. 31-2: “Origins of the Movement”
Sitkoff (Ch. 1) and Civil Rights Reader: pgs.1-34

Week III: Sept. 7-9 “From Money Mississippi to Montgomery, Alabama: Race and Organization”
Sitkoff (Ch. 2) and *Civil Rights Reader*: pgs. 37-41, 44-47, 57-60

*Civil Rights Reader*: pgs. 97-106

Week V: Sept. 21-23: “Bigger than a Hamburger;” the 1960s as a Youth Movement
Sitkoff (Ch 3) and *Civil Rights Reader*: pgs.107-16

Sitkoff (Ch. 4, pgs. 88-102)

Week VII: Oct. 5-7: “From Albany to Birmingham, AL: Project Confrontation and the Practice of Mass Marching”
Sitkoff (Ch. 5) and *Civil Rights Reader*: pgs. 133-165

Week VIII: Oct. 12-14: Fighting for the vote in Mississippi, the Meaning and Intensity of Freedom Summer
Sitkoff (pgs.103-117, Ch. 6 pgs. 155-174) and *Civil Rights Reader*: pgs. 176-189, 200-01, 221-27

Week IX: Oct. 19-21: From Selma to Civil Rights: The March from Selma to Montgomery
Sitkoff (pgs. 174-183)

*Civil Rights Reader*: pgs. 190-203, 248-262, 409-426 and Chapter 7 “Two can Play that Game: The Gauntlet Toss” in *Medgar Evers: Mississippi Martyr* (Via UTEP Library PDF Full Text)

Sitkoff (pgs. 194-204) *Civil Rights Reader*: pgs. 333-38, 345-61
Week XII: Nov. 9-11: “Black Power, Black Panthers and the meaning of Blackness”
continued

Week XIII: Nov. 16-18: “A Movement of Frustration and Conflagration: Watts and its Message to America”
Sitkoff (Ch. 7)

Week XIV: Nov. 23-25: “The Struggle Continuum”
Sitkoff (Ch. 8)

Civil Rights Reader: pgs. 705-722 (Last class day/review)

****Final Exam December 10, 2021 from 1:00 p.m. to 3:45 p.m.****

Bloody Lowndes Paper Assignment: Due, November 11, 2021 (via email)

Based on your reading of Hasan Jeffries’s Bloody Lowndes, incorporate into your critical analysis answers to the following: Why did the author choose this title? What is the purpose of this work and its strengths and weaknesses? What was the struggle like and who were the key leaders and their contributions to the Civil Rights struggle? Finally, what were your reactions to the book? This paper, although only 5-7 pages in length, should be well-thought out and presented. I do not want a book report; you should provide a critical analysis of the work along with a clear and supported thesis. Avoid generalizations and support your position with a liberal use of examples (documented) to support any conclusions made. All papers must be typed double spaced, clearly written, and use 12 point font and Times New Roman Script. Grammatical errors and misspelled words will hurt your overall grade. Be sure to look over your work and correct any mistakes before turning in the final draft. All papers must contain a coversheet with the student’s 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 quoted or paraphrased in any written work or assignment. Please use the citation style relevant to your academic major. Those using footnotes, please use either the Chicago or Turabian style manuals for citations. Again, this course operates under an established and enforced Honor Code system. Please feel free to contact the professor if you have any questions.