

HTS 3027: THE CIVIL RIGHTS MOVEMENT

Instructor

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Office Hours: M/W 11-12:00, or by appointment

Course Description:

In this course, we will attempt to understand the profound impact of the Civil Rights Movement on America. Through lectures, readings, films, and discussions, we will explore the protest movements of black and white leaders, men and women, famous icons and ordinary citizens, urban and rural activists, sharecroppers and clergymen, integrationists and separatists. Using a chronological approach, we will focus on the rising tide of civil rights activism during the 1950s and 1960s, consider the movement's fragmentation, and assess its long-term significance.

Learning Outcomes:

By the end of this course students should be able to:

1. Demonstrate knowledge of key events, laws, individuals, organizations, and movement strategies
2. Critically analyze primary sources and secondary sources
3. Formulate their own arguments with evidence from a variety of sources and defend their views orally and in writing
4. Explain the broad context and impact of the Civil Rights Movement

Required Books:

Bruce J. Dierenfield, *The Civil Rights Movement*, Revised Edition

Clayborn Carson, ed., *The Eyes on the Prize Civil Rights Reader*

Melba Pattillo Beals, *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High*

Malcolm X as told to Alex Haley, *The Autobiography of Malcolm X*

Grading and Assignments

Grading Distribution:

Grading Scale

Midterm Exam	100 points	90-100	A
Final Exam	100 points	80-89	B
Research Paper	100 points	70-79	C
Discussion and Participation	50 points	60-69	D
Total	350 points	59-below	F

Exams: There will be two exams, a midterm and a final. Each exam will cover material from assigned readings, lectures, and films. Exams will consist of identification/short answer and essay questions. You will need a **blue book** for both exams.

Research Paper: The research paper will be on a topic of your choice, approved by me. The paper will be 8-10 pages and use a minimum of four primary sources and two secondary sources. Each student will meet with me to discuss their topic and how to locate sources. I will provide a handout with detailed instructions.

Discussion: Participation grades will be taken from in-class discussion. Each week students will analyze primary source documents in *The Eyes on the Prize Civil Rights Reader* and I will post a question on Blackboard. Because we will discuss the documents in class, students are required to read them every week before class begins. However, students only have to post a written response ten times.

General Courtesy Guidelines: I expect you to respect your classmates and me at all times. You are expected to be on time for class, refrain from speaking out of turn, and turn off all electronic devices. DO NOT pack up to leave until I have excused the class. If you must leave class early or will be late for class, please notify me in advance.

Academic Dishonesty: You are responsible for making yourself aware of and understanding the policies and procedures in the *University Regulations*. Academic dishonesty includes cheating, fabrication, falsification and forgery, plagiarism, complicity, and computer misuse. You should consult with me if you are uncertain about what constitutes plagiarism.

Disability Issues: If you are in need of any special accommodations to participate fully in the class, please see me as soon as possible. If you need further assistance, Services for Student Disabilities are available at 494-1247.

Class Schedule (Subject to Revision)

- August 31 Introduction
Reading: Start Beals, *Warriors Don't Cry*
- September 2 The Jim Crow South
Reading: Dierenfield, Ch. 1
- September 7 Challenging White Supremacy
Reading: Dierenfield, Ch. 2
- September 9 "An American Dilemma": Fighting for Democracy
Reading: Carson, Prologue
- September 14 Race Heroes: Joe Louis and Jackie Robinson
Reading: Dierenfield, Ch. 3
- September 16 Separate But Equal? The *Brown* Decision and Massive Resistance
Reading: Dierenfield, Ch. 4; Carson, "How Children Learn About Race," "Black Monday: Segregation or Amalgamation"

- September 21 A Death in the Delta: The Emmett Till Story
Reading: Carson, “Articles on Emmett Till Case” and “Coming of Age in Mississippi”
- September 23 Video: *Eyes on the Prize: Awakenings*
Reading: Dierenfield, Ch. 5
- September 28 Get to the Back of the Bus! Rosa Parks, Martin Luther King, and Mass Protest
Reading: Carson, “A Letter from the Women’s Political Council to the Mayor of Montgomery, Alabama,” “Interview with Rosa Parks,” and “Speech by Martin Luther King, Jr., at the Holt Street Baptist Church”
- October 5 “Bigger Than A Hamburger”: Ella Baker, SNCC, and the Sit-Ins
Reading: Dierenfield, Ch. 6; Carson, “Student Non-Violent Coordinating Committee Statement of Purpose,” and “Bigger Than A Hamburger”
- October 7 Video: *Eyes on the Prize: Ain’t Scared of Your Jails*
Reading: Carson, “Is Violence Necessary to Combat Injustice?” and “Eve of Nonviolent Revolution”
- October 12 “Those Meddlesome Intruders”: The Freedom Riders, The Albany Movement, and the Kennedys
Reading: Dierenfield, Ch. 7; Carson, “Letter From Albany Merchant Leonard Gilberg to Albany Police Chief Laurie Pritchett”
- October 14 The Battle of Oxford: James Meredith and the Integration of Ole Miss
Reading: Dierenfield, Ch. 8
- October 19 **Midterm Exam**
- October 21 “Segregation Now, Segregation Tomorrow, Segregation Forever!” George Wallace, Birmingham, and “Project C”
Reading: start *The Autobiography of Malcolm X*; Dierenfield, Ch. 9; Carson, “Letter from Birmingham City Jail”
- October 26 “I Have a Dream”: The March on Washington
Reading: Dierenfield, 10; Dierenfield, Martin Luther King’s “I Have A Dream Speech”; Carson, “President John F. Kennedy’s Nationally Televised Speech, June 11, 1963”
- October 28 Video: *Eyes on the Prize: No Easy Walk*
Reading: Continue *The Autobiography of Malcolm X*

- November 2 American Dream, American Nightmare: Bombingham, Martin Luther King, and Malcolm X
Reading: Dierenfield, “Malcolm X’s Speech in Cleveland, April 1964”
- November 4 Video: *Dare Not Walk Alone*
 Reading: Continue *The Autobiography of Malcolm X*
- November 9 Mississippi Freedom Summer, the New Left, and the Roots of Black Power
Reading: Dierenfield, Ch. 11; Carson, “Freedom Summer”
- November 11 Bloody Selma: The Fight For Voting Rights
Reading: Dierenfield, Ch. 12; Carson, “A Letter from a Selma, Alabama, Jail” and “Personal Letter from Muriel and Art Lewis to Her Mother”
- November 16 Guess Who’s Coming to Dinner? African Americans and Popular Culture During the Civil Rights Era
Reading: Continue *The Autobiography of Malcolm X*
- November 18 Video: *A Time For Burning*
Reading: Continue *The Autobiography of Malcolm X*
- November 23 “What Do We Want? Black Power!” Stokely Carmichael and the Meredith March
Reading: Dierenfield, Ch. 13; Dierenfield, “SNCC Position Paper, 1966”
Research Papers Due
- November 25 No Class: Thanksgiving Break
- November 30 “I Ain’t Got No Quarrel With Them Vietcong!” Muhammad Ali and the Vietnam War
Reading: Carson, “Muhammad Ali—The Measure of a Man”
- December 2 Fire in the Streets: Urban Rebellion and the Death of the Civil Rights Movement
Reading: Dierenfield, “Report of the National Advisory Commission on Civil Disorders, March 1968”; Carson, Martin Luther King, “I See the Promised Land”
- December 7 Black Power, White Backlash: The Limits of Civil Rights in the 1970s
Reading: Carson, documents related to *Regents of University of California v. Allan Bakke*, pg. 625-651
- December 9 Where Do We Go From Here? The Legacy of the Civil Rights Movement
Reading: Finish *The Autobiography of Malcolm X*

December 14 **Final Exam**