Course Description
In the 1950s and 1960s the Civil Rights Movement filled news headlines across the country. No one could turn on a television, open a newspaper, or listen to the radio without hearing new reports about sit-ins, riots, massive demonstrations, Supreme Court decisions, or the Civil Rights and Voting Rights Acts. These events had an enormous impact on American life. Looking back sixty years later, what has changed? What hasn’t? What has become part of the “official” narrative of the movement and what has been left out? And, how are these events connected to the Black Lives Matter movement of today? This course seeks to answer these questions through an examination of the rise and substance of the Modern Civil Rights Movement. Students will explore the origins of the movement, well-known and lesser-known protests and activists of the 1950s and 1960s, and examine how the movement intersected with the contemporaneous feminist, gay rights, and anti-war movements.

Required Texts: *= available online or online through BU Libraries


2. Clayborne Carson et.al, The Eyes on the Prize Civil Rights Reader: Documents, Speeches, and Firsthand Accounts of the Black Freedom Struggle (EPR)


4. Other Readings available via Blackboard or BU libraries (BL or BU Library)

Assignments and Grading Criteria:
- Class Attendance: 10%
- Class Participation: 10%
- 2 Quizzes (15% each): 30%
- Midterm: 15%
- Final Exam: 20%
- White Paper Assignment: 15%
Class Attendance:
Regular attendance in class is absolutely necessary. Please NOTIFY the TA as soon as possible if you know that you will need to be absent from class. After one unexcused absence, we will begin deducting 1/3 of a letter grade off your final grade for every missed class.

Class Participation:
In-Class Discussions are a crucial component of this course. All students are expected to read all course materials and engage in class debates and discussions. Students will be evaluated based on their ability to contribute to reading-based discussions and in-class activities. The participation grade will be calculated based on vocal contributions to class discussion as well as 10 in-class activities which will ask students to complete handouts or other written work for submission. Consistent tardy, disengaged, or disrespectful students (including those who text or engage in other activities during class) will receive lower participation grades. However, students who have demonstrated outstanding course preparation and participation will be eligible to receive a 1-2% boost to their attendance/participation grades.

Quizzes: February 15th and April 19th
There will be two scheduled quizzes over the course of the semester based on material in the lectures and reading. Each quiz will consist of a set of identifications and a textual analysis or short answer question.

Midterm Exam: March 15th, In-Class
The midterm exam will consist of multiple choice, short answer, or long-form essay questions and will be administered in class. It will cover all material on the syllabus and from in-class lectures and discussions up until March 15th.

Final Exam: During Exam Period
The final exam will cover material on the syllabus and from in-class lectures and discussions after March 15th. It will take place at the date and time scheduled by the university.

“White Paper” Assignment: Due May 4th via email to Teaching Assistant
This assignment is an opportunity for you to propose solutions to the civil rights successes and failures that we have been talking about all semester. White Papers outline the scope and impact of a specific program, identify potential solutions, and provide suggestions for how to implement these solutions. You will write a 2-page “white paper” that focuses on a specific civil rights issue, summarize the scope of the problem, and suggest solutions. You will draw on readings and discussions from the course. No substantial outside research is necessary.
**Late Assignments:**
Please **contact the TA** well in advance of an assignment’s due date if you think that you will have difficulty meeting a particular deadline. *All assignments submitted late without my permission will automatically be marked down one half grade per day.*

**Academic Conduct Plagiarism Policy:**
Each student is expected to complete all stages of work. Taking the words of others, or presenting the ideas of others as your own is a violation of the University’s Academic Conduct Code. *It is your responsibility to understand all of the provisions of the CAS Academic Conduct Code. The minimum penalty for such offenses is to fail the assignment; the more common penalty is to fail the course.* Please be sure to review the BU Academic Conduct Code, which can be found online at: [http://www.bu.edu/academics/policies/academic-conduct-code/](http://www.bu.edu/academics/policies/academic-conduct-code/).

**Accessibility:**
If you are a student requiring accommodations for a disability, please let me know as soon as possible. The Office of Disability Services is available to assist you and may be contacted at 353-3658.

**Email and Electronics Policy:**
Email communication with the professor and TA should be considered formal, similar to other business-style correspondence. You should remember to include a proper salutation and sign your name at the end of the email. I will usually be able to answer emails within 24 hours except for weekends and holidays. *I typically will not respond to email between 8pm and 8am.*

You are permitted to use electronic devices and laptops to take notes during the lecture portion of our class. I reserve the right to ask you to discontinue the use of devices during class discussion or ban them if students are caught engaging in non-academic activity.
Course Schedule

Week 1: What are the Common Perceptions about Civil Rights?

Thursday January 18th: Welcome and Introductions
  • What do we mean by Civil Rights?

Week 2: Mapping the Field and the Origins of Movements

Tuesday January 23rd: Civil Rights Myths and Mythologies
  • Jeanne Theoharis, “Preface” in *A More Beautiful and Terrible History: the Uses and Misuses of Civil Rights History* (BL)

Thursday January 25th: Jim Crow and Responses
  • W.E.B. Du Bois, “The Talented Tenth” (BL)
  • Booker T. Washington, “Atlanta Exposition Address” (BL)
  • “The National Association of Colored Women” (BL)

Week 3: The New Negro Movement

Tuesday January 30th: Radical Solutions
  • Marcus Garvey, “The Principles of the Universal Negro Improvement Association” (BL)
  • Amy Jacques Garvey, “Women as Leaders” (BL)
  • Cyril Briggs, “What the African Blood Brotherhood Stands For” (BL)

Thursday February 1st:
  • Introduction to White Paper Project
  • Group Discussion - Bring readings in print or electronic version
Week 4: Depression Era Activism and the New Deal

Tuesday February 6th: The Great Depression
- LaShawn Harris, “Running with the Reds: African American Women and the Communist Party During the Great Depression” (BL)
- “The Scottsboro Trials” (BL)
- SYNC, “Southern Negro Youth Congress” (BL)

Thursday February 8th: Double V: Democracy at Home and Abroad
- Beth Bates, “‘Double V for Victory’ Mobilizes Black Detroit, 1941-1946” in Freedom North (BL)
- Cheryl Mullenbach, “War Workers: Negroes Cannot be Accepted” in Double Victory: How African American Women Broke Race & Gender Barriers to Help Win World War II (BL)

Week 5: Organizing During Wartime

Tuesday February 13th: Wartime mobilization
- Claudia Jones, “An End to the Neglect to the Problems of Negro Women” (BL)
- Erik S. McDuffie, “‘No Small Amount of Change Could Do’: Esther Cooper Jackson and the Making of a Black Left Feminist” (WTSR)

Thursday February 15th:
- Quiz # 1
- Discussion – Bring Eyes on the Prize Reader

Week 6: Cold War/ Civil Rights

Tuesday February 20th: NO CLASS MONDAY SCHEDULE

Thursday February 22nd: African Americans’ Cold War Activism
- Mary Dudziak, “Josephine Baker, Racial Protest, and the Cold War” (BL)
Week 7: A Movement Forming

Tuesday February 27th: Brown v. Board; Emmett Till, and Montgomery
- “I Wanted the Whole World to See,” in *Voices of Freedom* (BL)
- Jeanne Theoharis, “A Life History of Being Rebellious: The Radicalism of Rosa Parks,” (WSTR)

Thursday March 1st: Local Level Civil Rights and Black Power Activism
- Martin Luther King, “The Social Organization Non-Violence” (EPR)
- Robert F Williams, “Is Violence Necessary to Combat Injustice” (EPR)

Week 8: Spring Break

Week 9: Civil Rights Insurgency

Tuesday March 13th: SNCC
- “Student Non-Violent Coordinating Committee Statement of Purpose” (EPR)
- Ella Baker, “Bigger than a Hamburger” (EPR)
- Diane McWhorter, “The Enduring Courage of the Freedom Riders” (BL)

Thursday March 15th: In-Class Midterm

Week 10: Civil Rights Insurgency - continued

Tuesday March 20th: Marching and Riding for Freedom
- Martin Luther King Jr. “Letter from Birmingham Jail” (BL)
- Dorothy Height, “‘We Wanted the Voice of a Woman to Be Heard’: Black Women and the 1963 March on Washington” in *Sisters in the Struggle* (BL)

Thursday March 22nd: Freedom Summer
- Sally Belfrage, “Freedom Summer” (EPR)
- William Sturkey, “‘I Want to Become a Part of History: Freedom Summer, Freedom Schools, and the Freedom News” (BL)
**Week 11: Freedom Now!**

**Tuesday March 27\textsuperscript{th}: Grassroots Democracy**
- Fannie Lou Hamer, “‘I Don’t Mind My Light Shinning’: Speech Delivered at a Freedom Vote Rally in Greenwood, Mississippi (BL)
- Vicki Crawford, “African American Women in the Mississippi Freedom Democratic Party,” in *Sisters in the Struggle* (BL)

**Thursday March 29\textsuperscript{th}: Selma and Voting Rights**
- David Garrow, “Bridge to Freedom” (EPR)
- Martin Luther King, “A Letter from a Selma, Alabama Jail,” (EPR)
- SNCC- SCLC Relations (EPR)

**Week 12: Grassroots and Black Empowerment**

**Tuesday April 3\textsuperscript{rd}: Grassroots Radicalism**
- Malcolm X, “Message to the Grassroots” (EPR)
- Sharon Hartley, “Chronicle of a Death Foretold: Gloria Richardson, the Cambridge Movement, and the Radical Black Activist Tradition” in *Sisters in the Struggle* (BL)

**Tuesday April 5\textsuperscript{th}: LCFO, SNCC, and Black Power**
- Lowndes County Freedom Organization Pamphlet (EPR)

**Week 13: Black Power**

**Tuesday April 10\textsuperscript{th}: Black Power**
- “The Founding of the Black Panther Party” (EPR)
- Robyn Ceanne Spencer, “Inside the Panther Revolution” in *Groundwork* (BL)

**Thursday April 12\textsuperscript{th}: Black Power and Black Women**
- Joshua Guild, “To Make that Day Come: Shirley Chisholm’s Radical Politics of Possibility” (WTSR)
Week 14: Black Feminism

Tuesday April 17\textsuperscript{th}: Black Feminism
- Sherie Randolph, “‘Women’s Liberation or Black Liberation You’re Fighting the Same Enemies’: Florynce Kennedy, Black Power, and Feminism, in \textit{(WTSR)}

Thursday, April 19\textsuperscript{th}: Quiz # 2
- Discussion – \textit{Bring Eyes on the Prize Reader}

Week 15: Student Movements and Coalition Politics

Tuesday April 24\textsuperscript{th}: Student Movement, Pan-Africanism

Thursday April 26\textsuperscript{th}: Coalition politics
- Chapters 1-3, \textit{From #BlackLivesMatter to Black Liberation}

Week 16: From Coalition Politics to Black Lives Matter

Tuesday May 1\textsuperscript{st}: Present Day Movements
- Chapter 5-7, \textit{From #BlackLivesMatter to Black Liberation}

*** WHITE PAPER DUE VIA EMAIL ON MAY 4\textsuperscript{TH}***
*** FINAL EXAM DURING EXAM PERIOD***