

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School African and African American Studies Date 9/30/21

Course No. or Level 200 Title Introduction to African and African American Studies

Semester hours 3 Clock hours: Lecture 3 Laboratory N/A

Prerequisites None

Enrollment expectation ~15

Indicate any course for which this course is a (an)

modification

Change course title to: Introduction to African and African American Studies

Change course description to: This course provides an interdisciplinary overview of African and African American Studies. Students will obtain a general understanding of the origins, development, and current state of the field, become familiar with its important concepts, theorists, methodologies, and discourse. Students will also develop an appreciation for the contemporary status and concerns of peoples of African descent in Africa, the United States, Latin America, and elsewhere. This course serves as the foundation for additional coursework leading to a minor or collateral in African and African American Studies. It may be counted toward the Humanities or Social Sciences elective of the general education requirement.

Name of person preparing course description: Shayna A. Wrighten

Department Chairperson's/Dean's Signature 

Provost's Signature Peter King

Date of Implementation: Fall 2022

Date of School/Department approval 9/27/2021

Catalog description: This course provides an interdisciplinary overview of African and African American Studies. Students will obtain a general understanding of the origins, development, and current state of the field, become familiar with its important concepts, theorists, methodologies, and discourse. Students will also develop an appreciation for the contemporary status and concerns of peoples of African descent in Africa, the United States, Latin America, and elsewhere. This course serves as the foundation for additional coursework leading to a minor or collateral in African and African American Studies. It may be counted toward the Humanities or Social Sciences elective of the general education requirement.

Purpose: 1. For Whom (generally?)

This course is designed as a gateway course for students pursuing a minor or collateral in African and African American Studies. However, this course is appropriate for any undergraduate or non-degree seeking student who wishes to further their knowledge and/or broaden their understanding of the peoples, culture, arts, history and more of Africa and the African Diaspora. This course also will serve as a general education elective option (in Humanities and Humanities/Social Sciences) and therefore is also appropriate for students wishing to use this course to help fulfill general education requirements.

2. What should the course do for the student?

This course will provide the student with an interdisciplinary overview of African and African American Studies. Students will obtain a general understanding of the origins, development, and current state of the field while also developing an appreciation for the contemporary status and concerns of peoples of African descent around the world. Teaching method planned: This course will be taught using a variety of modalities including, but not limited to, lectures, discussions, and seminars. Please see sample syllabus for more detail.

Textbook and/or materials planned (including electronic/multimedia):

During the course, several films will be viewed including documentary and dramatic pieces; short and feature-length films; and African and American (North and South) works. Additionally, a number of playlists of music from the founding era of Black Studies programs in the United States, late 1960s and 1970s, will be utilized.

Course Content: The content of this course will include material from a variety of disciplines including, but not limited to, history, political science, psychology, art and music history, and sociology. Throughout the course, various topics and issues related to Africa, African people, and people and lands of the African Diaspora will be discussed. The course content will examine historical and current cultural works and topics that will prepare students to further their knowledge of African and African American Studies.

Sample syllabus for AAAS 200

Introduction to African & African American Studies

Louis Venters, Ph.D.

lventers@fmarion.edu

www.louisventers.com

COURSE OBJECTIVES

Introduction to African & African American Studies serves as the foundation for additional coursework leading to a minor or collateral in FMU's African & African American Studies Program. This survey provides an interdisciplinary overview of the development, content, methods, and future orientations of African & African American Studies. Students will obtain a general understanding of the origins and development of the field and its important concepts, theorists, methodologies, and discourses. They will develop an appreciation for the contemporary status and concerns of peoples of African descent in Africa, the United States, Latin America, and elsewhere. And they will hone their skills of critical thinking, analysis, research, and communication, both individually and in groups.

COURSE REQUIREMENTS

Class Format

This course is designed primarily as a guided reading seminar, not as a series of lectures. It is intended for mature students with self-discipline and responsibility. Briefly, the course is divided into fifteen week-long modules, most of which consist of one or more readings; films of varying lengths along with written reviews; music playlists (explained below) and written reviews; and thoughtful discussion of the readings and media, either in person or online. The exceptions are the first (short) week, which is an introduction to the course, and the final (short) week when we will wrap up the course, with your last assignments due the day before Thanksgiving.

This is a flexible format that places the burden of learning on the student, not the professor, and you should feel it to be your responsibility to ask questions and share your insights in order to get as much out of the class as possible. Please complete all reading before the first day of the assigned topic, and come with your copies, ready to contribute to class discussions and to take good notes of comments by the professor and by your classmates.

In order to promote effective individual learning and engaged class discussion, note that each weekly module ends at 11:59 p.m. on Friday, by which time all work for that week must be completed and submitted. (The exception is the final week, which ends at 11:59 on Wednesday, November 25). You are free to work ahead, but not to comment on an online discussion thread until the beginning of the appropriate week.

Readings & Media

This course does not include use of a single textbook. Instead, required readings and other media will be available on the course's Blackboard site. Unless you are using a tablet with easy access to the readings, each selection must be printed and brought to class for discussion on the day that it is assigned. During the semester we will also view several films—documentary and dramatic; short and feature-length; African and American (North and South)—and listen to a number of playlists of music from the founding era of Black Studies programs in the United States, the late 1960s and 1970s.

Discussion Boards

During the first three weeks of the semester and at any other time when circumstances dictate that we can't meet in person, we will try to approximate the environment of a live discussion of the readings via online discussion boards. For each thread I will supply a number of prompts, and you will respond to the questions (or ask other questions that arise from your reading) and to each other's answers. To receive full credit you must participate thoughtfully in each thread.

The same standards of courtesy will apply in our online discussions as they would in person. In fact, because we will not be able to hear each other's tone of voice or see each other's body language, it is best to take extra care in composing our thoughts in the discussion forums. This means, for example, avoiding typing in all caps (usually taken to mean shouting in online discourse), spelling out the whole word instead of using common abbreviations (this isn't texting!), reading carefully each comment before responding, and avoiding harsh or inappropriate language or personal attacks and criticism.

Assessment

Your grade will be based on a syllabus quiz; active participation in class discussion, either in person or online; an initial personal statement and another one at the end of the course; reviews of music and films; and a final questionnaire.

Syllabus quiz	10
Class participation/discussion boards	300
1 st personal statement	100
Playlist reflections (choose 5 x 50)	250
Film reviews (3 x 50)	150
2 nd personal statement	150
Final reflection questionnaire	40
TOTAL	1000 points

SCHEDULE AND READINGS

♪ = music playlist

Week 1

Aug. 17-21

ONLINE ONLY

Introductions

Personal Statement 1

PART ONE: INTELLECTUAL FOUNDATIONS

Week 2

Aug. 22-28

ONLINE ONLY

African Studies

Azevedo, "African Studies & the State of the Art," in Azevedo, ed., *Africana Studies: A Survey of Africa and the African Diaspora* (2005)

♪ Hope & Struggle

Week 3

Aug. 29-Sept. 4

ONLINE ONLY

African American Studies

Adams, "African American Studies & the State of the Art," in Azevedo, ed., *Africana Studies*

Du Bois, "Of Our Spiritual Strivings," *The Souls of Black Folk* (1903)

♪ Generational Oppression

Week 4
Sept. 5-11

Womanist Thought

Phillips, "Womanism: On Its Own," in Phillips, ed., *The Womanist Reader* (2006)
Walker, from *In Search of Our Mothers' Gardens: Womanist Prose* (1983)
Lorde, "The Master's Tools Will Never Dismantle the Master's House," *Sister Outsider: Essays and Speeches* (1984)
♪ Black Womanism

PART TWO: UNDERSTANDING AFRICA & THE DIASPORA

Week 5
Sept. 12-18

Africa, Human Origins, and Early Civilizations

Harms, *Africa in Global History*, chapter 1, "Out of Africa" (2018)
Africa's Great Civilizations, episode 1, "Origins" (U.S., 2017, 52 min.)
Film Review 1
♪ Black Pride

Week 6
Sept. 19-25

African Religion

Olupona, *African Religion: A Very Short Introduction*, preface & chapter 1, "Worldview, Cosmology, and Myths of Origin" (2014)
"Brazilian Believers of Hidden Religion Step out of Shadows," National Public Radio (U.S., 2013, 8 min.)
♪ Religion & Spirituality

Week 7
Sept. 26-Oct. 2

African Music

Knight & Bilby, "Music in Africa & the Caribbean," pp. 253-259, in Azevedo, ed., *Africana Studies*
Ladzekpo, performance lecture on Ewe polyrhythm (U.S., 1994, approx. 35 min.)
♪ Diasporic Sounds 1

Week 8
Oct. 3-9

Sugar, Plantations & Africa in America

Mann, *1493: Uncovering the New World Columbus Created*, chapter 8, "Crazy Soup," pp. 282-307 (2011)
♪ Power & Resistance

PART THREE: LIBERATION MOVEMENTS

Week 9
Oct. 10-16

Slavery & Resistance

Mann, *1493*, chapter 9, "Forest of Fugitives," pp. 329-45, 355-69
Black in Latin America, episode 1, "Haiti and Dominican Republic: An Island Divided" (U.S., 2011, 53 min.)
♪ Freedom & Revolution

Week 10
Oct. 17-23

Post-Emancipation Brazil

"The Best Capoeira Video Ever" (Germany, 2005, 3 min.)
Besouro (Brazil, 2009, 86 min.)
Film Review 2
♪ Black Love

Week 11
Oct. 24-30

Reconstruction & Civil Rights in the U.S.

Hannah-Jones, "Our Democracy's Founding Ideals," *New York Times* (2019)
Obama, speech in Selma, Alabama (U.S., 2015, 32 min.)
♪ Institutionalized Violence

Week 12

Decolonization in Africa

Oct. 31-Nov. 6 Laumann, *Colonial Africa, 1884-1994*, chapter 4, "Liberation" & conclusion (2012)
Black Girl (Senegal, 1966, 66 min.)
Film Review 3
♪ Diasporic Sounds 2

PART FOUR: CONTEMPORARY & FUTURE CONCERNS

Week 13 **Justice, Prosperity & Democracy**
Nov. 7-13 Glaude, *Democracy in Black: How Race Still Enslaves the American Soul*, chapter 1,
"The Great Black Depression" (2016)
Mann, *1493*, chapter 9, "Forest of Fugitives," (pp. 369-381)
♪ Sociopolitical Spaces

Week 14 **Afrofuturism**
Nov. 14-20 TBA
Manigault-Bryant, "#dangerousbodies #blackwomen #scifi" (U.S., 2014, 18 min.)
Pumzi (2009, 22 min.)
♪ Visions for Tomorrow

Week 15 ***No class meeting Tues. Nov. 24***
Nov. 21-25 2nd Personal Statement—*due by 11:59 p.m. Wed. Nov. 25*

**This schedule is likely to change during the course of the semester!
Please pay attention in class and check announcements on Blackboard!**

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School African and African American Studies Date 9/30/21

Course No. or Level 201 Title Special Topics in African and African American Studies

Semester hours 1, 2, or 3 Clock hours: Lecture 1, 2, or 3 Laboratory N/A

Prerequisites AAAS 200 with a grade of C or higher or permission of AAAS Coordinator

Enrollment expectation ~10-20

Indicate any course for which this course is a (an)

modification N/A
(proposed change in course title, course description, course content or method of instruction)

substitute N/A
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Shayna A. Wrighten

Department Chairperson's/Dean's Signature 

Provost's Signature Peter King

Date of Implementation January 2022

Date of School/Department approval 9/27/2021

Catalog description: In depth study of an area of interest related to Africa, African American experiences and/or other parts of the African diaspora. Different areas of study will be offered on a rotating basis during various semesters. May be taken up to two times (3 credit hours total) to count toward the program minor or collateral. May be taken for credit (3 hours) toward the Honors degree by special arrangement.

Purpose: 1. For Whom (generally?)

This course will be appropriate for students of all undergraduate academic years. This course is primarily designed for students pursuing a minor or collateral in African and African American Studies (AAAS). However, the course would not be limited to students in the AAAS program and could be taken by any student who has successfully completed AAAS 200 or who receives permission from the program coordinator.

2. What should the course do for the student?

The course should offer the student an in depth view of a particular topic of interest related to African and African American Studies, which may include Africa and/or the African diaspora. The student should leave the course with increased knowledge in a particular area of interest that adds to his/her understanding of aspects of Africa, the African American experience and/or the African diaspora.

Teaching method planned: The teaching method planned for the course will vary and may include, but not be limited to, traditional lecture, discussion, field work and/or travel. The teaching method used for the course will depend, with each offering, on the most appropriate teaching style for the particular topic being offered.

Textbook and/or materials planned (including electronic/multimedia): Various textbooks and/or materials will be used in teaching this course. This course is designed to provide rotating courses of special interest within African and African American studies. Therefore, the materials used will vary depending on what is appropriate for the particular course topic being offered.

Course Content: The content of the course will vary depending on the special topic being offered. Content of the course may include topics such as Afro-Latin dance and music, Civil Rights History, Healthcare disparities in the Southeastern US, and more. Please see the attached sample syllabus for a potential AAAS 201 course.

Sample syllabus for AAAS 201

Rhetoric and Collective Behavior in the Civil Rights Movement

Course Description:

This course will explore the intimate relationship between rhetoric and social movements. Specifically, this class will analyze the role of persuasive writing and speech in shaping the Anti-Lynching Movement and Civil Rights Movement. Scholars of social movements have long been interested in the factors that spur individuals to action. At times, an event or series of events viewed as unjust is enough to result in mobilization. However, most often collective behavior is the result of a skilled rhetorician expressing sentiments on an event/condition in a way that resonates with their audience and frames mobilization as an ethical imperative. Grounded in this understanding of collective behavior, students will be introduced to the basics of rhetorical theory, examine a selection of key pieces of Civil Rights rhetoric, and analyze their role in mobilizing communities. Mobilization strategies, operational tactics, and the development of counter-narratives will be points of analysis.

This course includes a series of Civil Rights site visits in which students will be able to explore the physical spaces in which the rhetorical pieces covered in the class were practically applied.

Course Objectives:

After completing this course, students will:

1. Possess the basic theoretical knowledge required to engage in sociological dialogues about social movements.
2. Be able to identify the role of rhetoric in shaping collective behavior.
3. Understand the Intellectual genealogy that informed the Civil Rights Movement.
4. Be able to assess the usefulness of various strategies employed in the Civil Rights Movement for promoting long term change.

Assignments:

- Daily reading responses (Week One)
- Daily entries in travel reflection journal (Weeks Two and Three)
- Final project (Week Three)

Required Texts:

Almeida, P. (2019) *Social Movements: The Structure of Collective Mobilization*. University of California Press.

Royster, J. ed (2016) *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900*. Bedford/St. Martin's.

Selections from Young, V.A. and Robinson, M.B. ed (2018). *The Routledge Reader of African American Rhetoric: The Longue Duree of Black Voices*. Taylor & Francis.

- "Markings of an African Concept of Rhetoric" by Arthur L. Smith (Molefi Asante)
- "Talkin and Testifyin: The Language of Black America" by Geneva Smitherman
- "Christ the Greatest Reformer" by Marcus Garvey
- "Bigger Than a Hamburger" by Ella James
- "Montgomery Bus Boycott" speech by Martin Luther King, Jr.
- "By Any Means Necessary" by Malcolm X
- "1963 March on Washington" speech by John Lewis
- "The Time Is Now" by Baynard Rustin (the pamphlet for the March on Washington)
- "Taking it to the Mountain" by Fannie Lou Hamer
- "Black Power" Stokely Carmichael

Monday, May 16—Depart Florence for Atlanta, GA

- Martin Luther King National Park

- National Center for Civil and Human Rights

Tuesday, May 17—Atlanta and depart for Montgomery

- APEX Museum
- Herndon Home Tour
- Arrive Montgomery in evening

Wednesday, May 18—Montgomery

- Legacy Museum: Enslavement to Mass Incarceration

Thursday, May 19—Montgomery and depart for Birmingham

- Frank M. Johnson Federal Building
- Freedom Rides Museum
- Rosa Parks Museum

Friday, May 20--Birmingham

- 16th Street Baptist Church
- Bethel Baptist Church

Saturday, May 21—Birmingham and return to Florence

- Birmingham Civil Rights Institute
- Kelly Ingram Park

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School History Date 10/04/2021
Course No. or Level HIST 311 Title History of Black Americans ~~to 1865~~ ^{to 1865?}
Semester hours 3 Clock hours: Lecture 3 Laboratory 0
Prerequisites One 100-level history course or permission of department
Enrollment expectation ~15
Indicate any course for which this course is a (an)

modification HIST 311
(proposed change in course title, course description, course content or method of instruction)
substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)
alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christopher Barton
Department Chairperson's/Dean's Signature _____
Provost's Signature Peter Key
Date of Implementation _____
Date of School/Department approval _____

Catalog description: Study of Black history in the United States from European colonization to the end of the Civil War, with emphasis on the unique tactics used by Black people to resist and persevere against repression. Major topics include the formation of racial theory; racialized slavery, Black resistance, and the Black abolitionist movements; and the broad theme of global connections among Black Americans, other parts of the African diaspora, and Africa itself. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Purpose:

1. For Whom (generally?)

This course is appropriate for any undergraduate or non-degree seeking student who wishes to further their knowledge and/or broaden their understanding of Black people in the United States. It can serve as a general education elective option (in Humanities and Humanities/Social Sciences). It is also certainly appropriate for History majors, counted either as a Group C (U.S. history) or elective course. Finally, the course may be used to satisfy requirements toward a minor or collateral in African and African American Studies.

2. What should this course do for the student?

This course will have students critically think about race, racialized slavery, and the history of the United States up to the Civil War. Students will engage with archaeological, ethnographic, and historical sources to fully understand the struggles, resistance, and triumphs of Black Americans.

Teaching methods planned: The course is planned primarily as a lecture-based discussion, with a focus on creating discussions in the classroom. Students will also learn through hands-on experience with artifacts, historical records, and video about Black America. Grading will be based on reading summaries, exams, and a term-research paper. Additional media will be used throughout.

Textbook and/or materials planned (including electronic/multimedia): Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (2000); Battle-Baptiste, *Black Feminist Archaeology* (2011).

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

The course offers an in-depth study of Black history in the United States from European colonization to the end of the Civil War, with an emphasis on race and racialized slavery. Central to this course is understanding not only the struggles of enslavement but also the unique tactics used by Black people to resist and persevere against repression. Major topics include the formation of racial theory; racialized slavery, Black resistance, and the Black abolitionist movements; and the broad theme of global connections among Black Americans, other parts of the African diaspora, and Africa itself.

HIST 311—History of Black America to 1865 Spring 2022

Christopher P. Barton, Ph.D. cbarton@fmarion.edu

Office FH 212

FH 273 Class meetings: TTh 2:10-3:25, FH 210 B Office hours: MWF 11:30-12:30 other times by appointment

Course Objectives

This course focuses on the history of Black America since 1619. Students learn the history of race and racialized slavery from the colonial era until the end of the Civil War. Through a mixed media of historical and archaeological sources students will critically engage with learn not only the traumatic experiences of the past but also the ways that Black people resisted, improvised, and triumphed in Black America.

Course Requirements

Required Reading & Media: The basic text for this course is Ira Berlin's, *Many Thousands Gone: The First Two Centuries of Slavery in North America* and Whitney Battle-Baptiste's *Black Feminist Archaeology*. You must have your own copy of this text (either in hardcopy or electronic version) and bring it to class every time unless otherwise noted. During the semester you will also read several articles posted onto Blackboard.

Class Format: Class sessions will be based primarily on discussion of the readings, both in small groups and as a class, and classroom activities. For each topic on the schedule, students must complete the assigned reading and any associated writing assignment **BEFORE THE BEGINNING OF CLASS**.

Class Participation: Attendance and participation are **MANDATORY**, you cannot learn history if you do not show up for and participate in class. Please be on time to class and limit your distractions (i.e. cell phones, headphones, talking out of turn, etc.) If you become a distraction to others you will be asked to leave the classroom, and will be reported to the Dean of Students.

Exams: There will be two in-classroom exams. The exams are based on our readings, lectures, and films. Prior to the exam day you will be given five to six open-ended questions to study over the weekend. On exam day four of the questions will be selected for you to answer. These exams are designed so that you understand the materials covered and can critically think about the topics covered in the course. The final exam is NOT cumulative

Makeups: Exams may be made up in extreme circumstances and only with proper documentation. A missed final exam will automatically receive a grade of 0.

Reading Summaries: You will write your own summary and interpretation of the week's readings. These summaries are meant to show to the instructor that you understand and can critically think about the week's readings.

Research Paper: You will write a six to eight research paper on any historical and/or archaeological topic relating to Black America prior to 1865. The topics of these papers must be agreed upon by the instructor. Your paper should size 12 Times New Roman and a minimum of 8,000-word count. This paper will be due at the end of the semester.

Academic Integrity: Plagiarism or cheating in any form is unacceptable and will be dealt with according to the University's academic integrity policy. Please acquaint yourself with the policy as set forth in the student handbook. Note that plagiarism or cheating will **AT LEAST** result in failure on the assignment.

Attendance: Because of the participatory nature of the course, regular attendance, punctuality, and attentiveness are critical. Absences in excess of the limit set by University policy (four absences, or twice the number of weekly class meetings) will **AT LEAST** result in the student's receiving a failing class participation grade and may, at the instructor's discretion, result in his or her removal from the class with a grade of F or W. Each tardy will be counted as 1/3 of an absence. Absence for the final exam period will result in a failing class participation grade.

Disability Accommodations: If you have a disability that qualifies you for academic accommodations, please provide a letter of verification from the Office of Counseling and Testing. If you would like to discuss your accommodations, please contact me as soon as possible.

University Athletics: Any student-athlete who will miss class due to competition schedules should provide a letter of verification from his or her coach as soon as possible. Such absences will generally not be counted against the total for the course, but responsibility for all course work rests with the student-athlete.

Grading

Assessment for this course will be based on participation in class, reading summaries and exams, and research paper.

Class participation	20
Reading summaries	20
Midterm exam	20
Final exam	20
Research Paper	20
TOTAL	100 points

Schedule and Readings

1	Tues. Jan. 11	Introductions
	Thurs. Jan. 13	Worlds Collide

- Read: Berlin 1-15pp
DUE: Reading Summary
- 2 Tues. Jan. 18 The Invention of Race
Read: Montuga
- Thurs. Jan. 20 Race continued;
DUE: Reading Summary
- 3 Tues. Jan. 25 1619: Jamestown
Read: Berlin, 29-46
- Thurs. Jan. 27 Early Virginia
DUE: Reading Summary
- 4 Tues. Feb. 1 Enslavement in the North
Read: Berlin, 47-63
- Thurs. Feb. 3 Black Yankees
Read: Fitts
DUE: Reading Summary
- 5 Tues. Feb. 8 the Lowcountry
Read: Berlin, 64-76
- Thurs. Feb. 10 A Walking Tour of Campus
DUE: Reading Summary
- 6 Tues. Feb. 15 Slave Societies
Read: Berlin, 93-108
- Thurs. Feb. 17 Tobacco in the Chesapeake
Read: Berlin, 109-141
DUE: Reading Summary
- 7 Tues. Feb. 22 Rice Revolution
Read: Berlin, 142-176
- Thurs. Feb. 24 Mississippi Delta
Read: 195-216
- 8 Tues. Mar. 1 Black Life in the North
Read, 177-196
- Thurs. Mar. 3 Mid-term Exam
- 9 Tues. Mar. 8 Slave and Free
Read: Berlin, 217-228

- Thurs. Mar. 10 Slow Death of Slavery in the North
 Read: 228-255
 DUE: Reading Summary
- 10 Mon. Mar. 14- SPRING BREAK
 Fri. Mar. 18
- 11 Tues. Mar. 22 Fragmentation in the Lower South
 Read: Berlin, 290-324
- Thurs. Mar. 24 Slavery and Freedom in the Mississippi Valley
 Read: Berlin, 325-357
- 12 Tues. Mar. 29 Black Feminist Framework in Archaeology
 Read: WBB, 19-32
- Thurs. Mar. 31 Constructing a Black Feminist Framework
 Read: WBB, 33-72
- 13 Tues. Apr. 5 The Hermitage: A Case Study
 Read: WBB, 73-90
- Thurs. Apr. 7 The Hermitage: A Case Study
 Read: WBB, 91-108
 Due: Reading Summary
- 14 Tues. Apr. 12 Lucy Foster's Homestead
 Read: WBB, 109-120
- Thurs. Apr. 14 Lucy continued.
 Read: 121-135
 Due: Reading Summary
- 15 Tues. Apr. 19 The Burghardt and W.E.B. Du Bois Sites.
 Read: 135-150
- Thurs. Apr. 21 The Burghardt and W.E.B. Du Bois Sites
 Read: 136-162
- 16 Tues. Apr. 26 READING DAY
 FINAL EXAM---TBA

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School History Date 10/04/2021
Course No. or Level HIST 312 Title History of Black America since 1865
Semester hours 3 Clock hours: Lecture 3 Laboratory 0
Prerequisites one 100-level history course or permission of department
Enrollment expectation ~15

Indicate any course for which this course is a (an)
modification HIST 311
(proposed change in course title, course description, course content or method of instruction)
substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)
alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Louis Venters
Department Chairperson's/Dean's Signature [Signature]
Provost's Signature Peter King
Date of Implementation _____
Date of School/Department approval _____

Catalog description:

Study of people of African descent in the United States from emancipation to the recent past, with emphasis on Black identity, agency, and memory and the central place of African Americans in the national historical narrative. Major topics include Reconstruction; segregation, accommodation, and institution building; migration and urbanization; the civil rights movement and its aftermath; approaches to Black religion, culture, and intellectual life; and global dimensions of the Black freedom struggle. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Purpose:

1. For Whom (generally?)

This course is appropriate for any undergraduate or non-degree seeking student who wishes to further their knowledge and/or broaden their understanding of Black people in the United States. It can serve as a general education elective option (in Humanities and Humanities/Social Sciences). It is also certainly appropriate for History majors, counted either as a Group C (U.S. history) or elective course. Finally, the course may be used to satisfy requirements toward a minor or collateral in African and African American Studies.

2. What should the course do for the student?

The course will provide a broad understanding of and appreciation for the history of Black people in the United States since the end of the Civil War, with an emphasis on Black identity,

agency, and memory and the central place of African Americans in the political, economic, cultural, and intellectual life of the country as a whole.

Teaching method planned: The course is planned primarily as a seminar, with a focus on reading and discussion of the textbook narrative and primary historical documents. In addition, students will read and review two Black literary works (one a novel and one a memoir) and visit and write reviews of a number of nearby historic and cultural sites. Additional media will be used throughout.

Textbook and/or materials planned (including electronic/multimedia): White, Bay, and Martin, *Freedom on My Mind: A History of African Americans with Documents*, 3rd ed. (2020), vol. 2, from 1865; Walker, *The Color Purple* (1982); Moody, *Coming of Age in Mississippi* (1968); films including *Selma* (2015) and *The Pruitt-Igoe Myth* (2011) and selections from *Reconstruction: America after the Civil War* (2019), *The African Americans: Many Rivers to Cross* (2013).

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

The course offers an in-depth study of African American history from the end of the Civil War to the present, with due attention to the basic continuity of Black thought and social/political/economic formations across the "dividing line" from slavery to emancipation. Emphasis is on issues of Black identity, agency, and memory, that is, the ongoing work of Black people in the United States to understand themselves on their own terms and to shape their world(s), as well as on the central place of African Americans in the national historical narrative. Major topics include Reconstruction and its reversal; segregation, accommodation, and institution building; migration and urbanization; the long civil rights movement; varieties of black spirituality, culture, and intellectual life; and the broad theme of global connections among Black Americans, other parts of the African diaspora, and Africa itself.

HIST 312—History of Black America since 1865 Spring 2022

Louis Venters, Ph.D.
lventers@fmarion.edu
www.louisventers.com

FH 273 Class meetings: TTh 2:10-3:25, FH 210 B
Office hours: MW 1:00-2:00, other times by appointment, FH 273

Course Objectives

The principal objectives of this course are: to acquaint students with some of the people, places, and events that shaped African American experiences from the end of the Civil War to the early 21st century; to promote understanding and insight into some of the major themes or problems of African American history; and to develop students' powers of perception, analysis, and expression, primarily through close reading of primary and secondary historical sources, speaking, and writing.

Course Requirements

Required Reading & Media: The basic text for this course is White, Martin, and Bay, *Freedom on My Mind; A History of African Americans with Documents*, 2nd ed., vol. 29 (2016), ISBN 978-1319060534. You must have your own copy of this text (either in hardcopy or electronic version) and bring it to class every time unless otherwise noted. During the semester you will also read and write formal reviews of two literary works, Alice Walker, *The Color Purple* (1982), an epistolary novel set in rural Georgia in the early 20th century, and Anne Moody, *Coming of Age in Mississippi* (1968), a memoir of the civil rights movement. We will also view and analyze a number of documentary and feature films and visit three important nearby historical sites, all of which are integral to the themes and topics of the course.

Class Format: This course is designed as a seminar, not as a series of lectures. Briefly, the course is divided into a number of topics in roughly chronological fashion. Each topic includes the reading of a textbook chapter and the completion of a corresponding online quiz; reading and analysis of primary historical documents; and participation in class discussion. Some weeks also include films, field trips, and/or submission of book reviews. Most class sessions will be based on in-depth discussion of the readings—alternating between the textbook narrative and the primary historical documents which are included in each chapter—in small groups and as a class. This is a flexible format that places the burden of learning on the student, not the professor. Please complete all reading and writing assignments in a timely fashion so that you can come to class ready to ask informed questions, contribute your insights to the discussion, and take good notes of comments by your classmates and instructor.

Standards of Courtesy: Courtesy and consideration for one's classmates and instructor are essential aspects of a successful learning environment. This means, for example, to avoid talking out of turn, making inappropriate remarks, working on other assignments, copying missed notes, using cell phones for anything other than telling time, wearing hats or dark glasses that serve to distance you from the class, or coming and going at will. Failure to adhere to these standards of courtesy may result in reductions in your class participation grade. More serious or extreme cases may result in dismissal from class or the filing of a disciplinary report with the Dean of Students.

Technology: This course doesn't require elaborate technology, but you should have reliable access to the Internet and speakers for playing films. Outside of class meetings your principal interface with this course will be through Blackboard, and you will complete and submit most of your assignments online. Many students find it helpful to download the Blackboard app for use on their mobile devices. If you are not familiar with Blackboard, please peruse the resources under the Help tab. For technical assistance, please contact the Campus Technology Help Desk at (843) 661-1111. It is your responsibility to make sure technical difficulties do not impede your ability to meet deadlines in this course.

Communication: During this semester I will hold regular office hours as noted on the first page of this syllabus, and as part of your good participation in the course, please plan for a short conference with me at least twice during the semester, once before the midterm (February 25) and once after. (I am also often available to meet with you in my office at other times, but to insure I can give you my full attention it's best to make an appointment ahead of time.) I am also available via email, which I tend to check frequently.

Academic Integrity: Most students put forth a great deal of effort to earn their own grades. Unfortunately, there are occasionally those who attempt to use other means. Plagiarism or cheating in any form is unacceptable and will be dealt with according to the University's academic integrity policy. For the purposes of this course, this could mean, for example, not only sharing answers to quiz questions or quoting without a citation, but also using anything other than the specified sources in constructing a review. Please acquaint yourself with the policy as set forth in the student handbook. Note that plagiarism or cheating will **AT LEAST** result in failure on the assignment.

Attendance: Because of the participatory nature of the course, regular attendance, punctuality, and attentiveness are critical. Absences in excess of the limit set by University policy (four absences, or twice the number of regular weekly class meetings) will **AT LEAST** result in the student's receiving a failing class participation grade and may, at the instructor's discretion, result in his or her removal from the class with a grade of F or W. Each tardy will be counted as 1/3 of an absence.

Makeups and Late Papers: Online quizzes and reviews must be submitted by 11:59 p.m. on the date they are due. In-class map quizzes may be made up in extreme circumstances.

Disability Accommodations: If you have a disability that qualifies you for academic accommodations, please provide a letter of verification from the Office of Counseling and Testing and contact me as soon as possible to discuss how I can help.

University Athletics: If you are a student-athlete who will miss class due to competition schedules, please provide a letter of verification from your coach as soon as possible. Such absences will generally not be counted against your total for the course, but responsibility for all coursework and deadlines rests with you.

Assessment: Assessment for this course will be based on attendance and participation in class; a syllabus quiz and an initial personal statement; reading quizzes for each chapter; two book reviews; and a short final personal statement at the end of the semester:

Attendance & participation	200
Syllabus Quiz	10
Online reading quizzes (8x50)	400
Personal Statement 1	40
Personal Statement 2	50
Book Review 1	100
Book Review 2	100

Film Review 1	50
Film Review 2	50
TOTAL	1000

Schedule and Readings

- 1 **Tues. Jan. 11** **Introductions & Overview**
- Thurs. Jan. 13** **Introductions, cont'd**
 First Personal Statement due
- 2 **Tues. Jan. 18** **Reconstruction: The Making & Unmaking of a Revolution, 1865-1885**
 Chapter 8 narrative
- Thurs. Jan. 20** **Reconstruction, cont'd**
 Chapter 8 documents
- 3 **Tues. Jan. 25** **Reconstruction, cont'd**
 Reconstruction: America after the Civil War, part 1, hour 1 (2019, 55 min.)
- Thurs. Jan. 27** **Reconstruction, cont'd**
 Reconstruction: America after the Civil War, part 1, hour 2 (2019, 55 min.)
- 4 **Tues. Feb. 1** **Black Life and Culture during the Nadir, 1880-1915**
 Chapter 9 narrative + *The African Americans: Many Rivers to Cross*,
 episode 4, "Making a Way out of No Way, 1897-1940," first part (2013,
 approx. 25 min.)
- Thurs. Feb. 3** **Nadir, cont'd**
 Chapter 9 documents
- 5 **Tues. Feb. 8** **Nadir, cont'd**
 Hewn-timber cabins field trip
- Thurs. Feb. 10** **The New Negro Comes of Age, 1915-1940**
 Chapter 10 narrative + *The African Americans: Many Rivers to Cross*, ep.
 4 "Making a Way out of No Way, 1897-1940," second part (2013, approx.
 25 min.)
- 6 **Tues. Feb. 15** **New Negro, cont'd**
 Chapter 10 documents
- Thurs. Feb. 17** **New Negro, cont'd**
 Mt. Zion Rosenwald School field trip
- 7 **Tues. Feb. 22** **Fighting for a Double Victory in the World War II Era, 1939-1948**
 Chapter 11 narrative
 Book Review 1 due
- Thurs. Feb. 24** **World War II, cont'd**

- Chapter 11 documents
- 8 Tues. Mar. 1 **World War II, cont'd**
- Thurs. Mar. 3 **The Early Civil Rights Movement, 1945-1963**
Chapter 12 narrative
- 9 Tues. Mar. 8 **Early Civil Rights, cont'd**
Chapter 12 documents
- Thurs. Mar. 10 **Early Civil Rights, cont'd**
Kress building/N. Dargan Street district field trip
- 10 Mon. Mar. 14-
Fri. Mar. 18 **SPRING BREAK**
- 11 Tues. Mar. 22 **Multiple Meanings of Freedom: The Movement Broadens, 1961-1976**
Chapter 13 narrative
- Thurs. Mar. 24 **Movement Broadens, cont'd**
Chapter 13 documents
- 12 Tues. Mar. 29 **Movement Broadens, cont'd**
Selma (2015, 128 min.)
- Thurs. Mar. 31 **Movement Broadens, cont'd**
- 13 Tues. Apr. 5 **Racial Progress in an Era of Backlash and Change, 1967-2000**
Chapter 14 narrative
Book Review 2 due
- Thurs. Apr. 7 **Backlash & Change, cont'd**
Chapter 14 documents
- 14 Tues. Apr. 12 **Backlash & Change, cont'd**
The Pruitt-Igoe Myth (2011, 79 min.)
- Thurs. Apr. 14 **African Americans and the New Century, 2000-Present**
Chapter 15 narrative + Pres. Barack H. Obama, eulogy for Rev. Clementa Pinckney (2015, approx. 40 min.)
- 15 Tues. Apr. 19 **New Century, cont'd**
Chapter 15 documents
- Thurs. Apr. 21 **New Century, cont'd**
Second Personal Statement due
- Tues. Apr. 26 **READING DAY**
- FINAL EXAM—TBA**

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: New Course Course Modification

Department/School History Department Date 08/23/2021

Course No. or Level 3/3 Title The American Civil Rights Movement

Semester hours 3 Clock hours: Lecture Laboratory

Prerequisites One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Enrollment expectation 6-20 students

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Jason R. Kirby

Department Chairperson's/Dean's Signature [Signature]

Provost's Signature [Signature: Peter King]

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

- Purpose:
1. For Whom (generally?): This course is for history majors, history minors, and for those interested in this content for a course elective.
 2. What should the course do for the student? In short, this course will provide students with a comprehensive and nuanced understanding of one of the most pivotal historical movements in United States history. (See the second paragraph under the teaching method section below for further details).

Teaching method planned:

This course will broaden students' understanding of one of America's most important and influential historical movements. Throughout the semester, this course will additionally contribute, through written assignments, discussions, and digital interactions, to the development of analytical and communication skills. Exams, a paper, a quiz, online assignments, outlines, and in-class discussions will measure the degree to which these objectives are achieved.

My primary objective is to ensure that students recognize the complexity of the world by seeing the competing voices within history. A typical class will consist of a combination of lecture, discussion, and essential documentary videos and clips, and my chief emphasis will be getting students to decipher the nuances inherent in notable historical topics and events. While doing so, I will display enthusiasm and facilitate discussion points that initiate student participation for the benefit of the overall learning community. Then, attempting to make such events germane to contemporary citizens by getting students to become engaged participants in their learning, I will often prompt students to place themselves within the historical period in question so they can imagine how they would maneuver or respond under such historical circumstances and constraints. In addition to enhancing students' writing abilities, I would also encourage them to think independently rather than adhere to any form of mainstream dogma. That said, students should provide solid evidence and sophisticated analysis in their respective positions for me to deem it high quality work. Hopefully, this technique will enhance student debating skills and overall understanding of human nature, each of which will assist students in the career path they choose.

Textbook and/or materials planned (including electronic/multimedia):

I. Newman, Mark, *The Civil Rights Movement*, 1st Edition
ISBN: 9780748615933



The Civil Rights
Movement

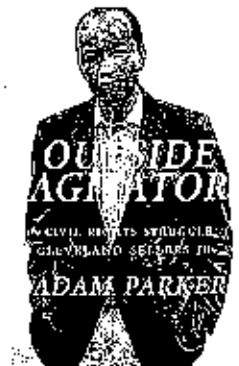
Mark Newman
© 2013

Supplementary Readings:

2. John A. Kirk, ed., *The Civil Rights Movement: A Documentary Reader*, 1st Edition
ISBN: 9781118737163



3. Parker, Adam, *Outside Agitator: The Civil Rights Struggle of Cleveland Sellers, Jr.*, 1st Edition
ISBN: 9781938235450



Additional articles via the Francis Marion University Library electronic resources (JSTOR, especially):

I. Article, J. D. Hall, E. Walker, etc. "Voices from the Southern Oral History Program: 'I Train the People to do Their Own Talking': Septima Clark and Women in the Civil Rights Movement" in *Southern Cultures* (2010)

II. Article, Clayborne Carson, "Martin Luther King, Jr.: Charismatic Leadership in a Mass Struggle" in *The Journal of American History* (1987)

III. Michael Eric Dyson, "Self-Reinvention, Spiritual Uplift, and 'the Myth and Meaning of Malcolm X': An Interview with Michael Eric Dyson" in *Religion and Literature* (1995)

IV. Article, Robert Staples, "White Power, Black Crime, and Racial Politics" in *The Black Scholar* (2011)

V. Robert Staples, "The Post Racial Presidency: The Myths of a Nation and its People" in *Journal of African American Studies* (2010)

Documentaries (in part or in total, as indicated in the syllabus schedule of events)

1. *The African Americans: Many Rivers to Cross* (various episodes—narrated by Dr. Henry Louis Gates)

2. Movie, *Tuskegee Airmen*
3. *Eyes on the Prize* (various episodes from this award winning series on the civil rights movement)
4. *American Experience: Freedom Summer* (about SNCC in Mississippi in 1964)
5. *American Experience: Citizen King* (excerpt on when Martin Luther King, Jr. went to Watts and Chicago as the movement expanded beyond the South)
6. *American Experience: Roads to Memphis* (about MLK, Jr.'s killer and the implications of King's death on the country and the civil rights movement)
7. *Black Panthers: Vanguard of the Revolution*
8. *Black America Since MLK: And Still I Rise* (the last episode on the impact of the civil rights movement on the 21st century and where the new "movement" is headed and why)

Course Content:

This course examines the various historical developments that arose during the "long civil rights movement" from the 1930s to the present. Students will investigate the shifting historical dynamics that African Americans confronted as they experienced, challenged, and eventually overcame Jim Crow segregation and sought an end to systemic racial discrimination. In particular, students will explore the nuanced interplay "bottom-up" and "top-down" forces played throughout the "long" black freedom struggle. They will also gain an appreciation of the movement's wide-ranging implications on other 1960s-to-present-day social and political undertakings.

The syllabus for this course will be included as an attachment.

History TBA (3 Credit Hours)—All classes MTWThF schedule

The American Civil Rights Movement

Spring 2021

Professor: Jason R. Kirby, Ph.D.

Classroom: TBA;

and University-mandated online teaching if necessary.

Office: Founders Hall 211

E-mail: jason.kirby@fmarion.edu

Office Hours: TBA; Walk-in appointments are welcome. ***All students visiting my office must wear a mask for the duration of your time in my office.** Note: Office hours are subject to change throughout the semester.

Objectives/Goals: This course examines the various historical developments that arose during the “long civil rights movement” from the 1930s to the present. Students will investigate the shifting historical dynamics that African Americans confronted as they experienced, challenged, and eventually overcame Jim Crow segregation and sought an end to systemic racial discrimination. In particular, students will explore the nuanced interplay “bottom-up” and “top-down” forces played throughout the “long” black freedom struggle. They will also gain an appreciation of the movement’s wide-ranging implications on other 1960s-to-present-day social and political undertakings.

Ultimately, this course will broaden students’ understanding of one of America’s most important and influential historical movements. Throughout the semester, this course will additionally contribute, through written assignments, discussions, and digital interactions, to the development of analytical and communication skills. Exams, a paper, a quiz, online assignments, outlines, and in-class discussions will measure the degree to which these objectives are achieved.

My primary objective is to ensure that students recognize the complexity of the world by seeing the competing voices within history. A typical class will consist of a combination of lecture, discussion, and essential documentary videos and clips, and my chief emphasis will be getting students to decipher the nuances inherent in notable historical topics and events. While doing so, I will display enthusiasm and facilitate discussion points that initiate student participation for the benefit of the overall learning community. Then, attempting to make such events germane to contemporary citizens by getting students to become engaged participants in their learning, I will often prompt students to place themselves within the historical period in question so they can imagine how they would maneuver or respond under such historical circumstances and constraints. In addition to enhancing students’ writing abilities, I would also encourage them to think independently rather than adhere to any form of mainstream dogma. That said, students should provide solid evidence and sophisticated analysis in their respective positions for me to deem it high quality work. Hopefully, this technique will enhance student debating skills and overall understanding of human nature, each of which will assist students in the career path they choose.

Required Readings:

Textbook:

Newman, Mark, *The Civil Rights Movement*, 1st Edition
ISBN: 9780748615933



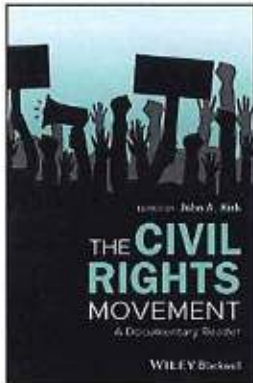
**The Civil Rights
Movement**

Mark Newman

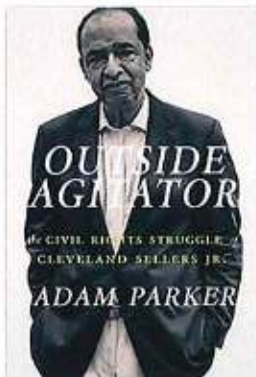


Supplementary Readings:

John A. Kirk, ed., *The Civil Rights Movement: A Documentary Reader*, 1st Edition
ISBN: 9781118737163



Parker, Adam, *Outside Agitator: The Civil Rights Struggle of Cleveland Sellers, Jr.*, 1st Edition
ISBN: 9781938235450



Note on the Textbook: It is highly recommended that you keep up with the readings in the textbook (assigned by the day under the important class schedule below) to help support your understanding of my lectures and discussions. The textbook will provide you with the background you need to better understand the events and themes discussed in class and should help you make historical connections when you take tests. My hope is that you will follow the suggested reading schedule as outlined in the syllabus. Additionally, you must have access to PowerPoint presentations with audio for online lectures and videos if Francis Marion University reverts to all online classes.

Supplementary Readings: All students are required to complete the supplementary readings by the scheduled date and will be expected to participate in class discussions of these readings, of which will account for a large portion of your participation "calculation"/"extra credit." Participation and attendance (specifically during discussion days and videos) can also increase your final grade at the end of the semester. Your attendance (primarily during discussion days and videos) and the amount and level of participation performed during class discussions (and other classes) and via on-line discussion posts and outline submissions will enable you to potentially gain up to **2 additional points** toward your final overall grade. Only exceptional students will achieve the maximum. Good to average participating students, on the other hand, will receive **1 point added** to their final grade. This, for example, could potentially mean the difference between a B+ and an A, a B and a B+, etc.

Because of this policy, I will commonly take attendance for almost every class session, especially on discussion days and when we watch part or all of a documentary. Please keep in mind that students typically perform better on their exams and other assignments when they attend class on a regular basis. If a student misses 3 classes (or essentially 3 weeks of class for a typical semester) with unexcused absences or 2 unexcused absences including an exam day or paper assignment day, I will drop him/her from the course.

Participation Grade: Because reading and discussion is such a fundamental part of this class, regular attendance and active participation will count **5% of your final course grade**. Due to the fact that there is a large amount of significant reading materials (secondary and primary sources), students will receive a separate participation grade of A+ (5), A (4.75), A- (4.5), B (4.25), B- (4), C (3.75), C- (3.5), D (3.25), D- (3), F (2.75--0) based on the qualitative and regular participation each student provides throughout the course, especially in relation to discussions and debates. The student should be prepared to discuss a range of topics discussed in each of the readings assigned for the class. This grade will be based in large measure on the key guidelines stipulated in the extra credit section related to in-class participation, attendance, and the *effective* completion of all assignments.

Quiz on Supplementary Reading: There will be a brief multiple choice and/or true/false and/or mini-essay question quiz on the supplementary book assigned for discussion day. The quiz is equal to **5% of your overall grade**. Students will **not** have the chance to drop this grade. This should help deter those who may decide to avoid reading the book. This should also help increase participation when discussing the work in class (scheduled on the syllabus). If a student is absent without a valid medical excuse on discussion days, then the student will have to submit an additional ½ book review (see below) of 2-3 pages to count in place of the quiz he or she missed. The student will have exactly *two days before the final exam* to complete the additional ½ book review. This policy will hopefully prevent absenteeism during the scheduled book discussion.

Paper Assignment: You will write **one** major paper assignments for this "Maymester" session. First, you are required to write **ONE** detailed book review of **four to six pages** analyzing the main themes addressed in the supplementary reading by tying it to two-to-three primary sources in *The Civil Rights Movement: A Documentary Reader* or a documentary/textbook chapter on a related topic or a peer-reviewed scholarly article (i.e., from JSTOR) that I have approved. This reading is a biographical

assessment of Cleveland Seller, Jr., a former prominent Student Nonviolent Coordinating Committee (SNCC) member from South Carolina. Therefore, you should address and describe in “blended”

paragraph form:

1. *How and why Sellers and the movement evolved over time while detailing the way in which Sellers confronted and adjusted to his historical circumstances throughout his life?*
2. *What Cleveland’s life indicates to us in the present?*
3. *What chapter is the most compelling and why?*
4. *What does the book add to our understanding of the modern civil rights movement—the realities and the mythologies pertaining to this transformative social and political movement?*

Regarding all of these questions, you should place the book within the broad context of the historical period it addresses. In your paper, make sure you provide a clear thesis statement in your opening paragraph that backs up—in an argumentative fashion—the extent to which you feel the book is or is not representative of the broader civil rights movement. Then, make sure you back this up with evidence in the body of your paper. You are required to include citations for any readings you address, including the textbook, the primary sources you choose, or any article or documentary you utilized. Footnotes, Endnotes, or parenthetical citations that include the author(s) and page numbers are all suitable methods to cite the evidence you use. Chicago style, which historians use, is probably the easiest (look at examples by googling online). Here is a good website with examples:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

*The work will be due **NO LATER THAN THE DAY OF DISCUSSION** as indicated under the **schedule of events below**. Unless you have a medical excuse or another documented personal or family-related issue (i.e., death in the family, etc.), late papers will not be accepted. Moreover, you must turn in your paper on Blackboard and as a hard copy (if we have in-person instruction). No papers will be accepted as an e-mail attachment unless you have a documented or legitimate excuse. ***Do not use cliff notes or the internet*** (or any other sources outside of the actual readings/documentaries) to assist you in your analysis. I will expect you to discuss the entire work from cover to cover (or from the beginning to the end) rather than merely addressing only portions or subsections of the work. Please be sure to proof read thoroughly before submitting your assignment, as this will likely improve your grade on the assignment. The paper is worth **20% of your overall grade**. You will receive a grade of either A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. You will be graded on **TWO** categories: **Analysis/Use of Evidence** (the way in which content and your argument are connected, and how convincingly you project historical themes to the book/documentary/primary sources/article in question; how well you weave in, explain, and back up evidence): 75%; **Prose and Editing/Paper Organization** (the way in which your writing brings authorial voice to your argument, minus gross grammatical errors; whether your paragraphs, sentence transitions, and overall organization show cohesive connections in your paper): 25%. Both of these categories will be discussed in-depth in class before the assignment is due to help you better understand what I am looking for when I assess your papers. **Note:** Avoid using too many quotes in your paper. A few are fine if you think they are essential in your discussion of the text in question. I want this review to include your words and assessments of the text, not the author’s or outside critics. Therefore, it is vital that you put the review in your own words! This gives you flexibility to express yourself within the confines of my instructions.

Please remember that you will be required to upload your paper to Blackboard on or after the due date. You will have **one day** from the due date to submit it on Blackboard. If we are doing full on-line instruction, you will be required to post it on Blackboard the day it is due according to the schedule of events below.

General Writing Suggestions: Here are some suggestions regarding what you might want to address in your paper. This does not mean you must discuss these in this order, or that you must mention something

related to each of my suggestions. This is provided to give you some idea of what I am looking for when I grade your assignment, as well as to help jump start your ideas before you begin writing your review.

1. What is/are the main thesis/themes put forth by the author? (A must)
2. How does the author back up his/her arguments? (Recommended)
3. Do you find these arguments convincing? Why or why not?
4. What content in the work grabbed your attention?
5. How does the book differ/or stay the same from the beginning to the end of the book? (Recommended)
6. Did you like the book? Why or why not? (If you use, keep this brief—maybe one or two paragraphs preferably at the end of your paper as part of your conclusion)
7. How does this work relate to the overall history of the time period it discusses, and how does it account for change over time?

Again, these are only suggestions. Feel free to write anything that in some way relates to these questions. Use your own judgment and creativity, but just remember that your primary objective should be to develop a book review that thoroughly analyzes the work in question.

Type in 11 or 12 font, 1" margins, and make sure that you double space.

Writing Center and assistance: Please do not hesitate to visit the Francis Marion University Writing Center to get assistance with your writing. They are there to help you!

The written work you complete in this class may be included as a portion of your overall writing “history” as a Francis Marion University student. As such, I strongly recommend that you should not discard any graded and returned work until you have received your final grade for this course. You should do the same for any other written work you submit while a student at Francis Marion University, especially if you believe it would enhance your chances of meeting any of the necessary writing competencies Francis Marion may have for students.

Moreover, the Francis Marion Writing Center and the Center for Academic Success and Advisement (CASA) is available to assist you. The Writing Center is located in FH 114-C. Please feel free to view their website for further details. Here is the link: <https://www.fmarion.edu/writingcenter/>

Recording Device: You may tape record my lectures/discussions. This may help you review if you missed something during class. However, you may **not** listen to them during an exam or quiz.

Blackboard: You must have a Blackboard account to post discussion posts and to receive instructionally based information from me. I will also use this as my medium for distributing historically relevant information that will be beneficial to you in this class. You must also have access to PowerPoint software with audio capabilities in case we have to convert to an all online mode of instruction.

Digital Discussion Board Responses: On an every two-three-class basis, students will be required to provide at least one-to-two responses (*paragraph length*) to a question or set of questions related to a topic addressed in class, an assigned primary source reading, an assigned supplemental book, a video clip or documentary posted, an in-class documentary, an exam review-related question, or any other civil rights movement-related topic of the professor’s choosing. Using the FMU Blackboard system, students will write thoughtful, detailed, and historically relevant responses within **two days** (unless specified otherwise) after questions are posted. One-to-two sentence responses that fail to provide some form of “evidence-based” communication will not satisfy the requirement. Responses should enhance the overall classroom learning community, and they should provide a better appreciation for the complexity inherent

in historical thinking and analysis. Students may respond to other student responses if they effectively address the original question. The digital discussion board responses will constitute **10% of your course grade**. Extra discussion board responses will contribute to your participation grade. **On a weekly basis, students will receive an S (for satisfactory-100), N (for neutral--75), U (unsatisfactory--50), I (incomplete--25), or NS (not submitted--0). Based on our schedule, there may be one or two times without a discussion question or questions.**

Moreover, on Blackboard, I will periodically post lecture or discussion outlines and/or various other resources (PPTs, video clips, etc.) for students to utilize during and after class.

Examinations: A midterm and a final exam will be given on the scheduled dates. Each of these exams will be non-cumulative. The examinations will consist of paragraph-length identifications and essay questions, and multiple choice and/or true/false questions and/or fill-in-the-blank options. You **MUST** purchase and use “blue-books” for all in-class exams. The midterm and final exam will count **45%** (20% for the midterm and 25% for the final exam, which will likely be longer) of your final grade. On non-discussion days, there will be no “pop quizzes” and no surprise assignments. There is no extra credit other than the class participation option noted earlier in the syllabus.

Outlines/Discussion Leader: Students will complete **ONE outline of his/her choosing** on the *marked articles of his/her choosing and can incorporate any related primary source readings from *The Civil Rights Movement: A Documentary Reader* assigned for that particular class day. Also, students need to complete **TWO outlines** on the documentaries shown in class. Each outline has to be on separate documentaries of his/her choice. The outlines should be no more than double spaced and should “capture” the main idea of several of the key points and/or quotes described in each chosen article/primary sources or documentary. They should be at least one page long and no more than two pages in length (no more than 12 pt. font). This counts **7.5%** of your final grade. Turn in your outlines on Blackboard under the **Content** section by uploading them in the order in which you complete them. They will be numbered 1-3. The first one you complete will go under 1, . . . the 2nd one you complete will go under 2, and so on. . . . Finally, do not turn in outlines on the supplementary book, just an article marked with a * and the documentaries shown in class. Please note that any outlines you create can be used on the midterm and final exam. You **must turn in documentary-related outlines by midnight 1 day after viewing it in class and the article outline before the class the article is assigned (For example, if completed an outline on a documentary, Monday would have been turned in on Blackboard by Tues. at midnight).**

Moreover, each student will guide the discussion of one of the assigned articles with a * on it. This can be on the article that you do an outline on if you are chosen to facilitate on this article. Thus, every student will participate in facilitating discussion via his/her outline or by this and other means, so everyone needs to keep up with the readings to ensure that there will be active in-class participation. Articles will be assigned on a first-come-first-serve basis based on the order in which students email me their interest. Students will rank his/her top three articles in which he/she seeks to lead discussion. Leading discussion will count **2.5%** and should last about 5-10 minutes. The same grading technique for the digital discussions will be utilized for the outlines and the guided discussion session. Because there are only **five articles**, there may be 2-3 students (no more than 3 on any given article unless the class size is larger than 15) leading discussion on any given article. If there is more than one student leading discussion, then the discussion facilitators/presenters **may** want to collaborate in advance. Group size will depend on the class size and whether or not each article is selected for discussion.

Quick Main Idea Review: Using either the articles (not the one you do an outline on) and/or the textbook chapters of your choice, you need to write one one page, double spaced, review (see recommended font size above) of the main ideas of the article or textbook chapter while connecting it to one assigned or other primary source reading in *The Civil Rights Movement: A Documentary Reader*. In

short, try to capture the essence of the article or textbook chapter while briefly relating it to one assigned primary source reading. This will count 5% of your overall grade, and your mini-essay will be due the class day the article and/or textbook chapter is assigned according to the syllabus schedule below. Of course, you may utilize your review for discussion purposes if you would like before turning in your hard copy. Please note that this review should be typed and, like the longer essay, it must be uploaded to Blackboard under the designated place via the appropriate content upload "link". You may also use it on exams. *It will be graded on an excellent (100), good (85), fair (70), inadequate (50), incomplete (25), or not submitted (0) basis.*

Make-up Work: All assignments are due on the scheduled dates. All unexcused, missed assignments will count as "zero" grades. All late, unexcused assignments—if I accept them—will count off one letter grade for every class day the assignment is late. If you have a valid reason for missing a class or assignment, please inform me as far in advance as possible. If you miss an assignment unexpectedly, please inform me immediately. In extenuating and documented cases, these assignments can usually be made up. You are responsible for knowing and making-up anything that transpired in class during your absence. All make-up work must be handed in or completed no later than the last scheduled class day. **NOTE:** If you miss any of the two exams during the semester (and I allow you to make it up), the make-up exam will be more difficult than the scheduled exam, so be aware of this before you decide to miss an exam. If you are allowed to make up an exam, you will have to do so during the end-of-semester final exam time slot after you have completed your final exam. However, I may be more flexible regarding this stipulation if you provide medical documentation that clearly indicates that you were unable to take the exam on the scheduled date. Also, there will NOT be a make-up (barring unforeseen extreme circumstances) for the final exam, so make sure you are in attendance on the day of the final.

Grade Challenges: For any written assignment (on your paper or your midterm exam) that you want to challenge because you feel you were graded unfairly, you must write a 250 to 500 word essay (typed) justifying why you think you deserve a better grade. I must receive this before I will consider changing your grade. Also, your essay should be completed within 1 day on the hour that you received your paper back or received your grade (if online teaching is the case) for me to take your grievance into consideration. Please note that I will be happy to meet with you about how you can improve written assignments for this class. However, you must adhere to my policy before I will consider grade challenges.

Attendance: Because this is an upper-level history course, regular attendance is required and will be taken to determine in part if you qualify for extra credit points. More weight for extra credit will be placed on attendance during discussion days and during possible video days for documentary showings about the civil rights movement. Please keep in mind, however, that I have found that students typically perform better on their exams and other assignments when they attend class on a regular basis.

If you attend class regularly, I will accept any reasonable excuse as valid for missing a class or an assignment (except the book review/paper day and the quiz), and you will have no difficulty making up any missed work. If you do NOT attend class regularly, you must provide documented excuses of a serious nature such as a death in the immediate family, incapacitating illness, etc., in order to make up a missed assignment. I will judge the seriousness and validity of each case. Please see my comment above about too many absences.

Tardiness: Although you will not lose credit for being late to class, frequent and regular tardiness will not be tolerated. If tardiness continues, you will be asked to correct the habit or drop the course. Leaving class early without prior permission—unless you suddenly become ill—is rude and inappropriate. If you are planning to leave class early, please notify me before class.

Special Needs: If you have a learning or physical condition/disability that might impact your performance in this class, please inform me and contact the Francis Marion Counseling and Testing Center as soon as possible. They will verify your status and provide you with any appropriate assistance. Once an evaluation has been made, appropriate accommodations will be determined. This information will be kept confidential.

The website address is:

<https://www.fmarion.edu/counselingandtesting/>

Class Conduct: You are expected to act appropriately in class. Showing respect to your fellow classmates and the instructor is a critical precursor for a welcoming classroom environment. This includes refraining from classroom disruptions, talking during instruction, doing work not related to this class, eating, sleeping, or reading newspapers. I may ask you to leave the room if such behavior becomes a problem. You may bring drinks to class. **Please turn off cell-phones. If your cell phone is on, however, please avoid texting. You may use a laptop if it is used for classroom purposes. I will give a student one warning about either of these policies. If it is broken after the first warning, then the student or students will be asked to leave the class.**

Honor System: This course has “zero tolerance” for cheating. Any work in infringement of the university academic honesty code (<https://www.fmarion.edu/wp-content/uploads/2016/07/4.8.1-3-Student-Handbook-p.-59-60.pdf>) will at a minimum receive a “0” grade, which makes failing the course a much higher possibility. You can expect possible suspension or expulsion for plagiarism on a paper or after cheating on an exam. The relevant point is that the student can’t play for sympathy in the course of the judicial process by arguing that he or she wasn’t warned.

You are expected to be able to explain anything in your paper or exams; this may involve a required oral conference after you have handed it in (in other words, don’t put anything in your paper that you don’t understand yourself).

Office Hours and Appointments: Scheduled office hours are listed on the first page of the syllabus. If these hours are inconvenient, I will gladly make special appointments, since I will be in my office often, and if I am in, I will gladly see you unless I have another appointment or critical deadline approaching. I strongly encourage you to discuss with me any question or problem you may have concerning the course.

Grading: Each assignment counts a percentage of the final grade listed in this syllabus. Your final grade will be calculated according to these percentages. Once calculated, the numerical grades have the following letter equivalents: 100-90= A; 89-88= B+; 87-80= B; 79-78= C+; 77-70= C; 69-68= D+; 67-60= D; 59-0= F

Class Schedule Below: Note: If a change is deemed necessary, this schedule is subject to change at my discretion. Moreover, with the ongoing COVID-19 pandemic, classes can be converted to online if it is deemed necessary by the state’s political leaders and/or the administration leaders at Francis Marion University.

1st Week—

T—5-11—**Course Introduction of the Syllabus** (hand out extra articles); **The Establishment and Long-term Consequences of Jim Crow until the New Deal Era**; Read, *The Civil Rights Movement*, pgs. 1-18; *The Civil Rights Movement: A Documentary Reader*, pgs. 11-13 ([Annie L. McPheeters Interview on Grassroots Voter Registration in Atlanta in the 1930s and 1940s](#)); Watch, *The African Americans: Many Rivers to Cross* (from *Plessy v. Ferguson* [the end of part 3] and “Making a Way out of No Way” [Part 4]); Maybe start movie, *Tuskegee Airmen*

W—5-12- **The Pre-World War II and World War “battle” against Racial Injustice and the View of Rigid Jim Crow from the Sources and Participants;** Read, *The Civil Rights Movement*, pgs. 19-42; *The Civil Rights Movement: A Documentary Reader*, pgs. 1-10 (NYASN, “Bus Boycott Ends in Victory,” 1941, A. Philip Randolph, “Call to Negro America to March on Washington for Jobs and Equal Participation in National Defense,” 1941, James Farmer Recalls the Congress of Racial Equality’s Chicago Sit-In in 1942, and US Supreme Court, *Smith v. Allwright*, 1944); Begin watching movie, *Tuskegee Airmen*

Th—5-13—**Double V at Home: A Changing Tide Meets Resistance;** Finish movie, *Tuskegee Airmen*; Read, *The Civil Rights Movement*, pgs. 43-58; *The Civil Rights Movement: A Documentary Reader*, pgs. 22-30 (President Harry S. Truman, Executive Order 9981, 1948, Henry Lee Moon, *Balance of Power: The Negro Vote*, 1948, States’ Rights Democratic Party, Platform of the States’ Rights Democratic Party, 1948, Congressman Jacob K. Javits, Press Release on Segregation and Discrimination in the Armed Forces, 1950, and *The Crusader*, “Boycott of City Bus Company in Baton Rouge Forces End of Absolute Jimcrow,” 1953); Watch, *The African Americans: Many Rivers to Cross*, episode 5, minute 0-17:16;

F—5-14 -Finish **Double V at Home: A Changing Tide Meets Resistance; Promise Leads to Planning Amid Hurdles;** Read, *The Civil Rights Movement*, pgs. 59-68; *The Civil Rights Movement: A Documentary Reader*, pgs. 42-54, 60-64, and 76-82 (*Arkansas State Press*, “After the Court’s Decision - Now What?” 1954, US Supreme Court, *Brown v. Board of Education*, 1955, *Chicago Defender*, “Blood on Their Hands ... An Editorial,” [Emmett Till] 1955, R.B. Patterson, “Organization of a Local Citizens’ Council,” 1955, Southern US Congressmen, “Declaration of Constitutional Principles,” 1956, Jo Ann Robinson Recalls Her Role in the Montgomery Bus Boycott in 1955, Martin Luther King, Jr. “Holt Street Baptist Church Speech,” 1955, and US Supreme Court, *Browder v. Gayle*, 1956); *Eyes on the Prize*, Episode 1 (1954-1956); *Article, J. D. Hall, E. Walker, etc. “Voices from the Southern Oral History Program: ‘I Train the People to do Their Own Talking’: Septima Clark and Women in the Civil Rights Movement” in *Southern Cultures* (2010) - in JSTOR

2nd Week—

M—5-17- **Direct Action to Chip Away at Jim Crow During the John F. Kennedy Administration;** Read, *The Civil Rights Movement*, pgs. 69-89; *The Civil Rights Movement: A Documentary Reader*, pgs. 68-72, 76-82, 95-96, 99-101, 109-110, and 116-117 (Southern Christian Leadership Conference, Constitution and By-Laws, 1957, Martin Luther King, Jr. “Give Us the Ballot,” 1957, Daisy Bates Recalls Events at Central High School in 1957, President Dwight D. Eisenhower, Executive Order 10730, 1957, Larry Lubenow Recalls Interviewing Louis Armstrong about Events in Little Rock in 1957, *Greensboro News and Record*, The Greensboro Four, 1960, Kenneth T. Andrews and Michael Biggs, Map Showing Sit-Ins in the American South, February through April 1960, Student Nonviolent Coordinating Committee, Statement of Purpose, 1960, Ella J. Baker, “Bigger than a Hamburger,” 1960, Associated Press, Freedom Riders by Burned-Out Bus, 1961, James Peck Recalls Freedom Riders Being Beaten in Birmingham, Alabama in 1961, and John Lewis Recalls the Bus Journey from Montgomery to Jackson, Mississippi in 1961); Watch, *The African Americans: Many Rivers to Cross*, episode 5, minute 17:16-36:00; Watch Freedom Riders Documentary trailer; Watch half of *Eyes on the Prize*, episode 4 (“No Easy Walk”); *Article, Clayborne Carson, “Martin Luther King, Jr.: Charismatic Leadership in a Mass Struggle” in *The Journal of American History* (1987) - in JSTOR

T--5-18--Finish. **Direct Action to Chip Away at Jim Crow During the John F. Kennedy Administration;** *The Civil Rights Movement* (pgs. cont. from 5-17); *The Civil Rights Movement: A Documentary Reader*, pgs. 121-124 and 127--137 (Laurie Pritchett Recalls Civil Rights Demonstrations in Albany, Georgia in 1961 and 1962, Alabama Christian Movement for Human Rights, "Birmingham: People in Motion" on Civil Rights Demonstrations in 1962 and 1963, Martin Luther King, Jr., "Letter from Birmingham City Jail," 1963, Michael Ochs, Black Children are Attacked by Firefighters with High-Powered Water Hoses during a Protest Against Segregation in Birmingham, Alabama, 1963, and President John F. Kennedy, "Report to the American People on Civil Rights," 1963); Finish, *Eyes on the Prize*, episode 4 ("No Easy Walk"); Review for Midterm exam; **A Breakthrough for the Ages: The Civil Rights Act of 1964** (will be on final exam); *The Civil Rights Movement*, pgs. 90-93; *The Civil Rights Movement: A Documentary Reader*, pgs. 145-149 (US Congress, Civil Rights Act of 1964); Begin, *American Experience: Freedom Summer --** (Tentative)—Center for Civil Rights History and Research, particularly the *Columbia 63 Project* (digitally and/or via Zoom)

W--5-19--**Midterm Exam;** finish *American Experience: Freedom Summer; From Freedom Summer to Marching for the Vote*; Read, *The Civil Rights Movement*, pgs. 101-109 and 94-100; *The Civil Rights Movement: A Documentary Reader*, pgs. 150-152, 155-156, 159-160, 170-173, and 176-180 (Nina Simone, "Mississippi Goddam," 1964, Liz Fusco, "The Mississippi Freedom Schools: Deeper than Politics," 1964, FBI Flyer on Disappearance of Civil Rights Workers Andrew Goodman, James Earl Chaney, and Michael Henry Schwerner, 1964, Sheyann Webb Recalls the Events of "Bloody Sunday" in 1965, Associated Press, An Officer Accosts an Unconscious Woman as Mounted Police Officers Attack Civil Rights Marchers in Selma, Alabama, 1965, and US Congress, Voting Rights Act of 1965)

Th--5-20--Finish previous day as needed; **The Civil Rights Movement Outside of the South and the Growing Divide in the Movement;** Read, *The Civil Rights Movement*, pgs. 110-126; *The Civil Rights Movement: A Documentary Reader*, pgs. 181-192, 208-210, 214-216 (Bayard Rustin, "From Protest to Politics," 1965, Chicago Defender, "Long, Hot Summer Hits Los Angeles," 1965, Whitney M. Young, Jr., "The High Cost of Discrimination," 1965, Southern Christian Leadership Conference, A Proposal for the Development of a Nonviolent Action Movement for the Greater Chicago Area, 1966, Douglas Robinson, "2 Rights Rallies Set Near Chicago," 1966, Associated Press, A Policeman Searches Black Suspects as Buildings are Burned during Unrest Following a Police Operation in Detroit, Michigan, 1967, National Advisory Commission on Civil Disorders, Report of the National Advisory Commission on Civil Disorders, 1968 [just read the summary], Malcolm X, "Message to the Grassroots," 1963, and Stokely Carmichael, "What We Want," 1966); watch, *The African Americans: Many Rivers to Cross*, episode 5, minute 36:00-50-47; watch, excerpts on Watts and Chicago via *American Experience: Citizen King* (about 15-20 minutes); *Article, Michael Eric Dyson, "Self-Reinvention, Spiritual Uplift, and 'the Myth and Meaning of Malcolm X': An Interview with Michael Eric Dyson" in *Religion and Literature* (1995) - in JSTOR

F--5-21--**A Movement Divided: The Critical Years of 1967-1968;** Read, *The Civil Rights Movement*, pgs. 127-133; *The Civil Rights Movement: A Documentary Reader*, pgs. 231-235, 238-239, and 241-247 (Robert E. Holcomb Interview on Vietnam War Experiences in the 1960s, Student Nonviolent Coordinating Committee, Statement on Vietnam, 1966, US Congress, Economic Opportunity Act of 1964, Richard L. Copley, I Am a Man, 1968, Dr. Sybil C. Mitchell, "The Invaders: The Real Story" on Memphis Demonstrations in 1968, and Ralph David Abernathy Recalls the Poor People's Campaign in 1968); watch, *Eyes on the Prize* "Two Societies 1965-1968"—episode 8 (half of it from Chicago to Detroit); watch, *Eyes on the Prize* "Promised Land"—episode 10; begin, *American Experience: Roads to Memphis*

3rd Week—

M—5-24—**Civil Rights: A Movement Radicalized Before and During the Nixon Presidency**; Read, *The Civil Rights Movement*, pgs. 134-139; *The Civil Rights Movement: A Documentary Reader*, pgs. 211-213, 217-220, and 227-230 (John Hulett Interview on the Founding of the Lowndes County Freedom Organization (Black Panther Party) in Alabama in 1965, Black Panther Party, Platform and Program, 1966, and Angela Davis, *An Autobiography*, 1974); finish, *American Experience: Roads to Memphis*; watch, *Black Panthers: Vanguard of the Revolution*; *Article, Robert Staples, “White Power, Black Crime, and Racial Politics” in *The Black Scholar* (2011)

T—5-25—**Civil Rights and the White Backlash and Ensuring Political Shifts and the Points of Progress**; Finish, *Black Panthers...* documentary if necessary; *The Civil Rights Movement: A Documentary Reader*, pgs. 224-226 (Frances Beale, “Double Jeopardy: To be Black and Female,” 1969); Read, *The Civil Rights Movement*, pgs. 140-151; watch, a PBS special excerpt of the “James Baldwin-William F. Buckley, Jr. 1965 Race Debate”); watch, *Eyes on the Prize*, episode 11, “Ain’t Gonna Shuffle No More (1964-1972)”

W—5-26—Complete, *Outside Agitator: The Civil Rights Struggle of Cleveland Sellers, Jr.*; Take Quiz on the book and turn in your essay. Discuss the book thoroughly; (tentative) Zoom SC State University Regarding the Orangeburg Massacre; Listen to Walter Edgar’s episode with Cleveland Sellers about this book and/or Jason Kirby’s interview with Dr. Cleveland Sellers, Jr.; **Post-Nixon Era: Civil Rights and Government in the 1970s and 1980s**; Read, *The Civil Rights Movement*, pgs. 152-161; *The Civil Rights Movement: A Documentary Reader*, pgs. 267-271 (Diane Nilsen Walcott, “Blacks in the 1970’s: Did They Scale the Job Ladder?” and US Supreme Court, *Regents of the University of California v. Bakke*, 1978)

Th—5-27—Finish, as needed, **Post-Nixon Era: Civil Rights and Government in the 1970s and 1980s**; (see pages from 5-26); **The Legacy of the Civil Rights Movement and the Ongoing “Movement” in the Modern Era**; Read, *The Civil Rights Movement*, pgs. 162-170; *The Civil Rights Movement: A Documentary Reader*, pgs. 288-290, 306-307, and 311-315 (Nelson Mandela, “Atlanta Address on Civil Rights,” 1990, US Supreme Court, *Shelby County v. Holder*, 2013, Janelle Jones, “The Racial Wealth Gap,” 2017, and Black Lives Matter, *What We Believe*, n.d.); *Article, Robert Staples, “The Post Racial Presidency: The Myths of a Nation and its People” in *Journal of African American Studies* (2010)—in JSTOR; review for the final exam; watch, *The African Americas: Many Rivers to Cross*, episode 6 (1968-2013), maybe shorten; (if time permits) watch, *Black America Since MLK: And Still I Rise*, episode 4, “Touch the Sky”

F—5-28—Carry over from Thursday as needed; **Final Exam; DO NOT MISS IT (You need a Blue Book)**. Have a great summer!