

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: COLA Department/Division: History Alpha Designator/Number: HST 365

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

David J. Peavler

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

n/a

3. If this course will be required by a department/division other than your own, identify by name.

n/a

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

n/a

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

n/a

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

n/a

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

n/a

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

HST 365: The Modern Civil Rights Movement

Dr. David J. Peavler

Marshall University

Class Time:
Room Number:
Office Hours:

Email: peavlerd@marshall.edu

Course Description

Historical narratives of the Civil Rights Movement typically adhere to a rather predictable time-line of events. Like dominos waiting for someone to break their inertia, the Movement begins in 1954 with *Brown v. Board* and quickly spreads throughout the South, quickly knocking out Jim Crow laws on busses in Montgomery and Jim Crow lunch counters in Greensboro. The dominoes of discrimination have fallen; the story still goes, when the movement comes to a sudden halt in the late 1960s with the assassinations of Malcolm X and Martin Luther King.



This course seeks to explore the epic events of the movement such as the Montgomery Bus Boycott while at the same time challenging previous assumptions about the movement. When did the movement begin? Did America experience a singular, unitary Civil Rights Movement, or was the movement unique to each locality? Did all African Americans view the movement in the same way? How did women affect the movement, and how did the movement effect women? What motivated white participants on both sides of the movement? **What about the experiences of other minority groups?** And finally, how was our community affected by the movement?

This course will approach the history of the Modern Civil Rights Movement from three different angles: 1. What happened? (facts) 2. What have historians written? (historiography) 3. Why it matters? (The connection between the past and present, and our identity as a nation and as individuals). Students will explore both primary and



secondary sources, both as a means of exploring the meaning of the movement and as a method of developing their capacity to think historically.

Required Books

B. Collier-Thomas, V.P. Franklin, *Sisters in Struggle*
Clayborn Carson, *In Struggle: SNCC and the Black Awakening of the 1960s*
Carson, Garrow, et al. *Eyes on the Prize Reader*

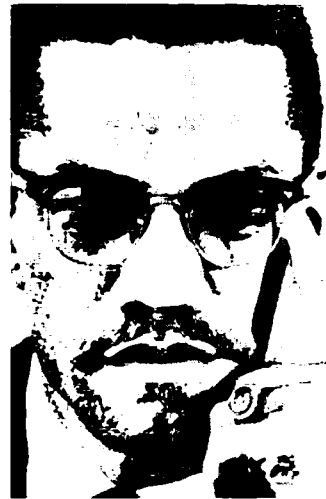
Grading

30% First Exam
30% Final Exam
30% Historiographical Essay
10% Participation and Attendance

Tests will cover material from lectures, discussions, and assigned readings up to the date of the test. Tests are non-cumulative. Test format will be a mixture of multiple choice, fill-in-the-blank, short answer, and essay.

The historiographical essay will ask students to address the question “Could the Civil Rights Movement been successful without the activism of students?” The requirement is to address this question utilizing historical evidence from all three books that are required for this course, as well as various handouts and articles on reserve. The revolution was not televised, and likewise, electronic media such as the internet are not acceptable sources for this assignment. Websites can provide background information, but there is no substitute for reading great books and articles.

Student activism was the rock upon which the movement was built. Likewise, this course depends upon student participation. Attendance is mandatory and participation in discussions is required. Come prepared for class, having read the assigned chapters and armed with questions and opinions about the readings.



General Information

Students with disabilities who want to request accommodations may contact the Office for Students with Disabilities. This office has the responsibility to assist students and advise faculty regarding reasonable accommodations. In addition, students may voluntarily identify themselves to the instructor discuss accommodations.

Final course grades will not be posted. University policy prohibits instructors from discussing grades via email. Grade notification is the responsibility of the university Registrar.

Course Schedule



Week 1

23 August: Introduction to the Course

World War II: From Jim Crow to Japanese Internment

Week 2

30 August: *Forming the CORE of the Movement: Students Confront Segregation, 1940-1950*

Week 3

6 September: *Brown v. Board: A Civil Rights Milestone?*

Week 4

13 September: *Art, Music, Race, and Sport: Jim Crow Strikes Out*



Week 5

20 September: *Greensboro and Beyond: Students Challenge Jim Crow*

Week 6

27 September: *NAACP and the Importance of the Courts*

Week 7

4 October: *SNCC v. SCLC*

Week 8

11 October: **EXAM ONE**

Week 9

18 October: *Freedom Summer: Voting and State's Rights*

Week 10

25 October: *Social Class and Social Justice*



Week 11

1 November: *Black Power, Robert Williams, and Malcolm X*

Week 12

8 November: *Black Power Part II*

Week 13

15 November: *We Hold the Rock: Native American and other Minority Protest*

Week 14

22 November: Thanksgiving

Week 15

29 November: *Busing and Backlash: Who are the Victors if everyone is a Victim?*

Week 16

6 December: *Race in a "Post-Racial" World: America in Our Time*

Finals Week

14 December: **FINAL EXAM**



Bibliography

HIST 365 Modern Civil Rights Movement

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- Bolton, Charles C. *The Hardest Deal of All: The Battle over School Integration in Mississippi, 1870-1980*. Jackson: University Press of Mississippi, 2005.
- Collier-Thomas, Bettye, and V.P. Franklin. *Sisters in the Struggle: African-American Women in the Civil Rights-Black Power Movement*. NYU Press, 2001.
- Chaichian, Mohammad A. *White Racism on the Western Urban Frontier: Dynamics of Race and Class in Dubuque, Iowa, 1800-2000*. Trenton: Africa World Press, 2006.
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- Cox, Thomas C. Kenneth S. Jolly. *Black Liberation in the Midwest: The Struggle in St. Louis, Missouri, 1946-1970*. New York: Routledge, 2006.
- Delgado, Richard and Jean Stefancic. *Critical Race Theory: An Introduction*. New York: New York University Press, 2001.
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- Domer, Dennis and Barbara Watkins. *Embattled Lawrence: Conflict and Community*. Lawrence: University of Kansas Continuing Education, 2001.
- Douglas, Davison M. *Jim Crow Moves North: The Battle over Northern School Desegregation, 1865-1954*. New York: Cambridge University Press, 2005.
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- Dudziak, Mary. *Cold War Civil Rights: Race and the Image of American Democracy*. Princeton: Princeton University Press, 2000.
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Klarman, Michael J. *From Jim Crow to Civil Rights: The Supreme Court and the Struggle for Racial Equality*. Oxford: Oxford University Press, 2004.

Kluger, Richard. *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality*. New York: Alfred A. Knopf, 1976.

Litwack, Leon. *Been in the Storm So Long: The Aftermath of Slavery*. New York: Knopf, 1979.

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Schirmer, Sherry Lamb. *A City Divided: The Racial Landscape of Kansas City, 1900-1960*. Columbia: University of Missouri Press, 2002.

Schneider, Mark Robert. *"We Return Fighting:" The Civil Rights Movement in the Jazz Age*. Boston: Northeastern University Press, 2002.

Taylor, Quintard. *In Search of the Racial Frontier: African Americans in the American West, 1528-1990*. New York: W. W. Norton, 1998.

Williamson, Joel. *The Crucible of Race: Black-White Relations in the American South since Emancipation*. New York: Oxford University Press, 1984.

Wilson, Paul E. *A Time to Lose: Representing Kansas in Brown v. Board of Education*. Lawrence: University Press of Kansas, 1995.