

AMH 5930-06DE/ Spring 2016
The Civil Rights Movement
Keene-Flint 229/ Wednesday 3pm-6pm

Jack E. Davis
Ofc hours: M, 12:35-1:35/W, 1-3
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Scholars of the subject argue that no discernable beginning to the civil rights movement exists. The movement, nevertheless, traditionally has been studied as a post-World War II phenomenon, following a conventional narrative organized essentially around the life of Martin Luther King Jr. and the organizational exploits of SNCC and the NAACP. This course ventures beyond that conventional narrative. It also presents the civil rights movement as a historical development that was larger than black activism. We will explore white resistance as a counter-movement, the politics of federal civil-rights initiatives, different strategies of black activism, and the political as personal in a transforming America.

Course Objectives:

Regardless of one's individual primary field of choice, students have the opportunity to take from this course analytic tools that can help advance their study of history. One of the course's objectives is to provide a working knowledge of the methodologies, interpretive categories, and historiography in the history of the civil rights movement. With this knowledge should come an expanded understanding of the subject, its potential impact on other fields of history, and its contributions to the study of the past. Students should also treat the course as an opportunity to improve their skills as an academic historian—critically analyzing works of history, asking heuristic questions, researching all types of sources in any number of environments, and presenting their findings in a cogently argued and clearly written text.

Course Requirements:

C	Class participation	
	discussion leadership	20%
C	Annotated bibliography contribution	10%
C	Review Essays:	
	Writing-Mechanics exercise and	
	3 essays x 10%	30%
C	Research Paper	
	prospectus/bibliography	
	presentation	40%

(Please see the last section of the syllabus for a description of these requirements.)

Assigned Books:

Michelle Alexander, *The New Jim Crow* (The New Press, 2010)
Kevin Boyle, *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age* (Owl Books, 2005)
Jack E. Davis, ed., *The Civil Rights Movement* (Blackwell Publishers, 2000) ISBN 0631220445
Glenn T. Eskew, *But for Birmingham: The Local and National Movements in the Civil Rights Struggle* (University of North Carolina Press, 1997)
Lance Hill, *Deacons for Defense: Armed Resistance and the Civil Rights Movement* (University of North Carolina Press, 2006)
Blair Kelley, *Right to Ride: Streetcar Boycotts and African American Citizenship in the Era of Plessy v. Ferguson* (University of North Carolina Press, 2010)
Gilbert King, *Devil in the Grove: Thurgood Marshall, the Groveland Boys, and the Dawn of a New America* (Harper, 2010)
John Lewis and Michael D'Orso, *Walking with the Wind: A Memoir of the Movement* (Harcourt Brace and Company, 1998)
Raymond A. Mohl, *South of the South: Jewish Activists and the Civil Rights Movement in Miami, 1945-1960* (University Press of Florida, 2003)
Barbara Ransby, *Ella Baker and the Black Freedom Struggle* (University of North Carolina Press, 2003).
Cleveland Sellers and Robert Terrell, *The River of No Return: The Autobiography of a Black Militant and the Life and Death of SNCC* (University Press of Mississippi, 1990)
Stephen G. N. Tuck, *Beyond Atlanta: The Struggle for Racial Equality in Georgia, 1940-1980* (University of Georgia Press, 2003)
Timothy B. Tyson, *Blood Done Sign My Name: A True Story* (Three Rivers Press, 2005)

Week I (Jan 6) Orientation

Film: *Black Like Me*

Week II (Jan 13) Well Before *Brown*

Reading: Kelley, *Right to Ride*
Davis, ed., *The Civil Rights Movement*, chapter 1

Week III (Jan 20) Biography of Violence

(Writing-Mechanics Exercise Due.)

Reading: Boyle, *Arc of Justice*
Davos, ed., *The Civil Rights Movement*, chapter 2
Film: *Eyes on the Prize*

Week IV (Jan 27) On the Eve of *Brown*

Reading: King, *Devil in the Grove*

Week V (Feb 3) Jews and Communists

Reading: Mohl, *South of the South*
Davis, ed., *The Civil Rights Movement*, chapter 4

Week VI (Feb 10) Gender and Civil Rights

Reading: Ransby, *Ella Baker*

Week VII (Feb 17) Organizing

(Prospectus/Bibliography Due)

Reading: Lewis and D'Orso, *Walking with the Wind*
Davis, ed., *The Civil Rights Movement*, chapter 8

Week VIII (Feb 24) Local and National

Reading: Eskew, *But for Birmingham*

Week IX (March 2) Guns

Reading: Hill, *Deacons for Defense*

Week X (March 9) White Resistance

Reading: Tyson, *Blood Done Sign My Name*
Davis, ed., *The Civil Rights Movement*, chapter 3

Week XI (March 16) Affairs of the State

Reading: Tuck, *Beyond Atlanta*
Davis, ed., *The Civil Rights Movement*, chapter 10

Week XII (March 23)

No class

Week XIII (March 30) A Memoir of Militancy

Reading: Sellers and Terrell, *The River of No Return*
Davis, ed., *The Civil Rights Movement*, chapter 9

Week XIV (April 6) The Continuing Struggle

Reading: Alexander, *The New Jim Crow*; Davis, ed., *The Civil Rights Movement*, chps 11 & 12

Week XV (April 13) Research Papers Due

Week XVI (April 20) The Last Hurrah (Dinner at my house)

Oral Presentations

Course Requirements Descriptions:

All written work for the course must be typed or computer generated and in 12-point double-spaced print. Your work must also be presented in third-person language.

Class participation has two requirements. First, students must complete the assigned readings of the week and come to class prepared to discuss the scholarly merit of the work. Second, they will be responsible for leading one class discussion. The discussion leaders should come prepared with a set of questions to direct the seminar.

Historiography contribution asks one or two students to assume the responsibility of making an oral presentation summarizing scholarly work on the theme of the week. The student or students should compile a written bibliography of that work and provide copies to his/her classmates.

Review essays should be approximately 750 words in length each and cover the reading for one's assigned weeks. The written reviews will be due the week after the assigned reading has been discussed in class. With book reviews from academic journals serving as a model, the essays should identify the author's central argument; evaluate the author's research, empirical analysis, and success in supporting her/his interpretation; and assess the book's organization and quality of presentation. Essay grades will in part be determined by the student's consistency in following the rules covered in the *Chicago Manual of Style* worksheet.

Research paper grades are based on (1) turning in a prospectus/bibliography on the assigned date, (2) an in-class presentation of the research undertaken for the paper and the conclusions articulated in the paper, (3) consistency in following the rules of the Writing-Mechanics Exercise (see my web site), and (4) content of work completed. Part of the exercise of writing a research paper requires one to choose and conceptualize one's own topic. Students may pursue any topic that is related to the subject (and chronology) of the course, and research papers (approximately 5,000 words, separate of notes and bibliography) must represent original work. Please ensure that you read, consult, memorize, and otherwise obey the "Research Paper" handout provided on my web site.

Other Business

Plagiarism:

Keep in mind that your written assignments must represent original work. You cannot copy the words, phrases, arguments, ideas, and conclusions of someone else or of another source (including Internet sources) without giving proper credit to the person or source by using

quotation marks and a foot note. Do not cobble together paragraphs or passages of separate texts and then try to claim that you have done original and legitimate work. You must write with your own ideas and in your own words. If you copy the words of someone else without putting those words in quotation marks, REGARDLESS OF CITING THE SOURCE, you are plagiarizing. Plagiarism is theft, and it is academic dishonesty. Plagiarism is grounds for an automatic failing grade in the course, a grade that is final and that cannot be made up. If you have any questions about how you are citing or using sources, come to me for the answers. Please also review the university's honesty policy at: {<http://www.dso.ufl.edu/judicial/academic.htm>}.

Classroom Assistance:

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office {<http://www.dso.ufl.edu/drp/>}. The Dean of Students Office will provide documentation to the student who must then provide that documentation to the instructor when requesting accommodation.

UF Grading Scale

This is the university's grading scale, which gives the 4.0 ranking for the letter grade you earn in the class based on the course's numeric scale cited above.

A = 4.0

A- = 3.67

B+ = 3.33

B = 3.0

B- = 2.67

C+ = 2.33

C = 2.0

C- = 1.67

D+ = 1.33

D = 1.0

D- = 0.67

E = 0.0

E1 = 0.0 Stopped attending or participating prior to end of class

I (incomplete) = 0.0

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

<http://www.isis.ufl.edu/minusgrades.html>

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://>

evaluations.ufl.edu/results.