

University of Florida
History Department
Spring 2021

AMH 3931: The Long Civil Rights Movement

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COVID-19 Statement

This class is being taught in the midst of a global pandemic that could impact you and/or your friends and family if it has not already. Within the syllabus you will find a set of course expectations and guidelines. At the end of the day, we are all just trying to do our best during this unprecedented spring semester. If you find yourself having trouble completing assignments, participating in discussion, or focusing on class, please discuss it with me. I am aware of the strain that this semester is going to place on students and truly care about your mental and physical health. All classes will be held synchronously over Zoom. I will miss being in the classroom with you this semester, but I will do my best to recreate the experience remotely! All class resources, announcements, updates, and assignments will be made available through Canvas. Please stay safe and get ready to read and write a lot about the civil rights movement!

Course Description:

This course is centrally focused on African Americans' struggle for freedom during the 20th century in the United States, with a particular focus on the era known as the long civil rights movement, from the 1930s through the 1970s. We will examine the origins of the movement; the development and impact of the mass mobilization efforts of the movement's defining phase; and more contemporary civil rights issues. Our goal is to understand the development of the movement as well as the priorities of and outcomes for the everyday, ordinary black citizens who had the courage to imagine a more just society and the skilled Black activists who helped them organize and mobilize to transform society during the 20th century. What, for example, was the importance of labor activism and international politics, the role of women, and the ideological

and tactical transition to Black Power? How did the movement for civil rights intersect with and influence debates about gender, labor, sexuality, and foreign policy? Through an investigation of these questions, we will better understand the movement's successes, failures, and its legacy for this nation.

During the first half of the semester, after gaining an overview of the period, students will do common readings on the civil rights movement. During the second half of the semester, students will focus on researching and writing a substantial research paper based in primary sources and engaged with the relevant historiography on a topic of their choosing.

Course Objectives: The primary objective of this intensive seminar on the civil rights movement is to expose upper-level history majors to “what historians do.” It might be helpful to think of this course as an extended workshop that will pursue a number of inter-related goals. Students will get a sense of the historical profession by:

- Discussing historiographical issues and debates
- Identifying research topics
- Pursuing research in primary and secondary sources
- Developing writing skills
- Developing oral communication skills
- Engaging in the peer review process

Note: You will also edit the work of your peers, meet individually with me, and come together in class to discuss writing activities. Critiquing your fellow students will be an integral part of the course. This is an exercise in collegiality. It will allow you to grow accustomed to taking into account other people's opinions on your own thinking and writing at an early stage in the process.

Course Reading:

- All course reading is available via Canvas.

Recommended Writing Guide: A terrific guide to general writing rules is Strunk and White's *The Elements of Style*. The first edition is available online for free: <http://www.bartleby.com/141/>

Assignments and Grading:

- This is an upper-level course. As such, this class requires a serious commitment of time and energy. Please have your syllabus on hand and be sure to keep up with all of the reading and writing deadlines. Note: we will always allow time for formal and informal discussion of assignment prompts.
- **Participation (15%):** Full and effective participation is the cornerstone of any seminar. You will be expected to have completed all of the reading and assignments prior to class, and you will be required to bring copies of the readings to class. In class, students will be active in the discussion, raising thoughtful questions; contributing ideas, viewpoints, and perceptions; and responding not only to the professor but also to one another. Note: If

you are uncomfortable participating in class, please attend office hours or schedule an appointment as soon as possible.

- **Reading Assignments (30%):** The reading for this class will ebb and flow. I will alert you to the weeks that have heavier reading assignments ahead of time and discuss with you time management strategies for these weeks. You are expected to read all of the assigned readings prior to class and arrive in discussion section with questions, comments, and opinions about what you have read. Make sure to allow enough time in your schedule to read thoroughly and critically. Note: The readings will give you ideas about possible topics, research questions, theoretical frameworks, and methods for writing your paper. There are eight reading assignments and you are required to do six of them. You may choose which weeks you want to do.
- **Research Paper (45%):** Your grade in this class will be determined largely by your performance on the assignments related to your research paper. These exercises will allow you to hone your critical thinking and writing skills and allow you to reflect thoughtfully on the subject matter. Improvement over the course of the semester is not only encouraged but also rewarded. Your paper must be an original research paper of 15 pages not including citations and bibliography.

Related assignments include:

-topic and research questions	5%
-primary source write up	5%
-annotated bibliography	5%
-project statement (3-4 pages)	5%
-6 draft pages	5%
-final paper	20%

Please see UF E-learning Canvas site for assignment guidelines and due dates.

- **Peer Editing (5%):** At the start of the term, you will be put into writing groups. At the end of term, you will submit an editing portfolio that represents your editing of your peers' work (details below and on Canvas).
- **Presentation (5%):** At the end of the semester, you will give a presentation on your research. In the presentation, you should describe your research topic, explain its significance, provide a description of literature on this topic, and discuss the methods you used to analyze this topic.

UF Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	N	G	S	U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0	0	0	0	0	0	0

A100-94, A-: 90-93

C+: 77-79, C: 74-76, C-: 70-73

B+: 87-89, B: 84-86, B-: 80-83

D+: 67-69, D: 64-66, D-: 60-64

F: below 64

More information on UF's grading policies is available at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Attendance and Assignment Policies

- Attendance is required, expected, and central to your learning experience. Class will begin and end on time each week unless otherwise noted. Please make sure to log in to our Zoom session promptly. I will not require you to turn your camera on, but it would certainly help me get to know you better if you do so. If you have technology limitations, please reach out to me. In general, please be considerate of your classmates and avoid disrupting their online learning experience. In addition to showing up for class on time, be ready to articulate and defend your ideas, as well as to listen to and work with the ideas of others.
- Participation is an important part of your role as a member of this class. I will evaluate participation halfway through the semester and offer tips for improvement. You are also encouraged to ask for feedback at any point in the semester.
- If you will be absent, please contact me as soon as possible to make arrangements to turn in work before class and provide dated documentation of illness or other university-approved absences. You are responsible for getting the information and material missed in class from a classmate. Arriving at class late and/or leaving before class is over counts as ½ an absence. I will not contact students during the semester to apprise them of their attendance status; it is the responsibility of the students to check this regularly. A student with 3 unexcused absences may have their grade reduced a full letter grade.
- Religious holidays, UF athletic travel conflicts, and written explanations from a certified health professional are eligible for an excused absence when cleared with the instructor ahead of time. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Work and Make-up Policy

- Assignments are due on Canvas on the due date and time. Unless stated otherwise, late assignments will be penalized one-third-letter grade after the first 24-hour period post deadline. So if you turn your assignment in 25 hours after it is due, and your grade is a B, your adjusted grade will be a B-.
- If you have an unforeseen emergency, please contact me as soon as possible after your absence. Due to the unprecedented nature of the pandemic, I will do my best to work with you if something comes up.

Guidelines for Discussion

Please keep in mind that conversations about race can stir up strong emotions. A great deal of this results from the environment of mistrust and misunderstanding that exists in the wider society. I start from the assumption that those of you that have chosen to take this class have come with an open mind, ready not only to share your points of view but to try to understand the perspectives of others. Thoughtful, insightful, and honest points of view are needed in order to help us all learn to communicate more effectively and openly about race. So that everyone feels respected in the classroom, use tact and understanding when presenting your ideas. Personal attacks, disparaging remarks, or attempts to dominate the conversation will not be tolerated.

Remember as well that individuals in the classroom may have been personally affected by the issues that we are discussing; and to show respect to your peers and the educational process.

Correspondence

I will send important course announcements and other correspondence to you via Canvas and your UF email account so please make sure that you check your email regularly!

How to get in touch with your professor

- Come to virtual office hours. I truly enjoy getting to know more about students outside of the classroom. You are encouraged to “stop by” with any questions that you may have about assignments, readings, your major, going grad school, or other pertinent topics.
- Email me at lpearlman@ufl.edu. I will generally get back to you within 24 hours, though my response will be slower during the weekend.

Students with Disabilities

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 accommodations must first register with the Dean of Students Office (352-392-8565, www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting an accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honesty

The University, as well as your instructor, values and expects academic integrity. Ethical violations include cheating, plagiarism, fabrication, and academic misconduct (including turning in the work of others as your own and reusing old assignments). These will not be tolerated and will result in an automatic failing grade in the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy

To avoid plagiarism, you must not copy the words, phrases, arguments, ideas, or conclusions of another person or source (including Internet sources) without properly crediting the person or source with both quotation marks and a footnote. Make sure that you properly cite direct quotations, paraphrased information, and facts that are not widely known. I will provide you with guidelines for proper citations and formatting prior to your submission of all written work, but you may contact me at any time for clarification. For more information on UF's honest policy, see <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>. For more information on how UF's Judicial Affairs processes cases of plagiarism, see <http://www.dso.ufl.edu/judicial/academic.php>.

Student Evaluations

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/so-eng.htm?Themes/blue.css&images/Explorance-Logo.gif&seed=bd86c681-cca4-4c28-abc9-0b4cf542e5c4&University+of+Florida> Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu>. Thank you for serving as a partner in this important effort.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Course Schedule

Please Note: the schedule is provisional and may be changed as needed by the instructor.

Week 1, Jan 11: Why study the civil rights movement?

Think about the research and writing you want to conduct this semester.

Week 2, Jan 18: Martin Luther King Jr. Day, No Class

Write: Begin thinking about topic ideas and research questions due Week 5.

Week 3, Jan 25: What happened during the civil rights movement?

Read: Ch 26, Part III and IV, and Ch 27, Part III, IV, and VII in *The American Yawp*

(<http://www.americanyawp.com/>)

Note: make sure you read the related primary sources.

Write: Upload a 500-word response in which you describe one of the primary sources from *The American Yawp* and connect it to at least one event, individual, or issue from the chapter to Canvas by Jan 25 at 12:00pm (50 points).

Week 4, Feb 1: The civil rights movement and history/memory

Read: Jacquelyn Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past," *Journal of American History*, Vol. 91, no. 4 (March 2005), 1233-1263; Jeanne Theoharis, "Introduction" in *A More Beautiful and Terrible History: The Uses and Misuses of Civil Rights History*, 3-27; Scott A. Sandage, "A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory, 1939-1963," *The Journal of American History*, Vol. 80, no. 1. (June 1993), pp. 135-167.

Write: Upload a 1000-word summary of the reading to Canvas by Feb 1 at 12:00pm (50 points).

Week 5, Feb 8: The civil rights movement and the labor movement

Read: Beth Tompkins Bates, "A New Crowd Challenges the Agenda of the Old Guard in the NAACP, 1933-1941," *The American Historical Review*, Vol. 102, No. 2 (Apr., 1997): 340-377; David Lucander, "Beyond A. Philip Randolph: Grassroots Protest and the March on Washington Movement," in *Reframing Randolph*; Barbara Ransby, "Behind-the-Scenes View of a Behind-the-Scenes Organizer" in *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement*.

Write: Upload a 1000-word summary of the reading to Canvas by Feb 8 at 12:00pm (50 points).

Due Wed Feb 10 at noon: Post your topic statement and research questions to the Topic Statement discussion thread on Canvas (50 points). These are big, "so what" questions.

Week 6, Feb 15: The civil rights movement and World War II

Read: Kimberley L. Phillips, "Where Are the Negro Soldiers? The Double V Campaign and the Segregated Military," in *War! What Is It Good For?: Black Freedom Struggles and the U. S. Military from World War II to Iraq*; Thomas Guglielmo, "A Martial Freedom Movement: Black G.I.s' Political Struggles during World War II," *Journal of American History*, Vol. 104, Issue 4

(March 2018): 879-903; Beth Bates, “‘Double V for Victory’ Mobilizes Black Detroit, 1941-1946” in *Freedom North: Black Freedom Struggles Outside the South*.

Write: Upload a 1000-word summary of the reading to Canvas by Feb 15 at 12:00pm (50 points). Post comments on your peers’ topics and research questions to the Topic Statement discussion thread on Canvas also due by Feb 15 at 12:00pm. Be prepared to critique your peers’ work and answer their critiques of your work in class.

Week 7, Feb 22: The civil rights movement and the Cold War

Read: Penny M. Von Eschen, "Who's the Real Ambassador? Exploding Cold War Racial Ideology," in *Cold War Constructions*; Mary Dudziak, "Holding the Line in Little Rock," chapter 4 in *Cold War Civil Rights: Race and the Image of American*; Thomas Borstelmann, "Hedging Our Bets and Buying Time": John Kennedy and Racial Revolution in the American South and Southern Africa," *Diplomatic History* 24:3 (July 2000), 435–463.

Write: Upload a 1000-word summary of the reading to Canvas by Feb 22 at 12:00pm (50 points). Identify a primary source and upload a write up about it (who, what, when, where, and why it will be useful to your paper) to Canvas also due by Feb 22 at 12:00pm. Be prepared to discuss the major primary sources that (you think) will support your research (50 points).

Work on an annotated bibliography on your topic due Week 8.

Week 8, March 1: INDIVIDUAL MEETINGS WITH PROFESSOR

Meet with me to discuss your paper topic and annotated bibliography.

Write: Upload to Canvas an annotated bibliography of the most pertinent (probably 5-6, no more than 10) secondary sources, explaining each book’s argument and sources and demonstrating their fit with your work due March 1 at 12:00pm (50 points).

Week 9, Mar 8: The civil rights movement and gender/sexuality

Read: Danielle McGuire, “‘It Was like All of Us Had Been Raped’: Sexual Violence, Community Mobilization, and the African American Freedom Struggle,” *The Journal of American History*, Vol. 91, no. 3 (December 2004), 906–931; Christina Greene, “She Ain’t No Rosa Parks”: The Joan Little Rape–Murder Case and Jim Crow Justice in the Post–Civil Rights South,” *The Journal of African American History*, Vol. 100, no. 3 (Summer 2015): 428-447; Tanisha C. Ford, “SNCC Women, Denim, and the Politics of Dress,” *Journal of Southern History* (August 2013): 625-658.

Write: Upload a 1000-word summary of the reading to Canvas by Mar 8 at 12:00pm (50 points).

Week 10, Mar 15: The civil rights movement and Black Power

Read: Timothy Tyson, “Robert F. Williams, “Black Power,” and the Roots of the African American Freedom Struggle, *Journal of American History*, Vol. 85, no. 2 (September 1998): 540–570, Peniel E. Joseph, “Rethinking the Black Power Era” *The Journal of Southern History* (August 2009): 707-716; Simon Wendt, "The Roots of Black Power? Armed Resistance and the

Radicalization of the Civil Rights Movement," in *The Black Power Movement: Rethinking the Civil Rights-Black Power Era*.

Write: Upload a 1000-word summary of the reading to Canvas by Mar 15 at 12:00pm (50 points).

Due Wed Mar 17 at noon: Post your 3-4-page project statement to your group's Project Statement discussion thread on Canvas. The statement should expand on your topic statement and add a methodological treatment that centers your argument in the literature (by now you should have an argument!). Discuss your major primary sources (50 points).

Week 11, Mar 22: The civil rights movement and the Carceral State

Heather Ann Thompson, "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History," *Journal of American History*, Vol. 97, no. 3 (December 2010): 703–734; Elizabeth Hinton, "A War within Our Own Boundaries": Lyndon Johnson's Great Society and the Rise of the Carceral State," *Journal of American History*, Vol. 102, no. 1 (June 2015): 100–112; Garrett Felber, "Shades of Mississippi": The Nation of Islam's Prison Organizing, the Carceral State, and the Black Freedom Struggle," *Journal of American History* (June 2018): 71-95.

Write: Upload a 1000-word summary of the reading to Canvas by Mar 22 at 12:00pm (50 points). Prepare critiques of peers' project statements and post them to your group's Project Statement discussion thread on Canvas by Mar 22 at 12:00pm.

Week 12, Mar 29: Writing Workshop

Work on drafting 6 pages of your paper due Week 13.

Week 13, Apr 5: Writing Workshop

Write: Post your 6-page draft to your group's Draft discussion thread on Canvas by April 5 at 12:00pm (50 points).

Week 14, Apr 12: Writing Workshop

Write: Critique the 6 pages that you receive from your peers (you may do this by using track changes in MS Word or Google Doc) and post to your group's Draft discussion thread on Canvas by April 12 at 12:00pm. Be prepared to critique your peers' work and answer their critiques of your work in class.

Week 15, Apr 19: Presentations

Note: Research Papers and Editing Portfolios are due April 26 at 12:00pm.