Course Goals

- To develop a deeper understanding of the major events, people, and themes relevant to the Black Freedom Struggle in the United States
- To improve analysis of primary and secondary sources and demonstrate critical historical thinking skills
- To conduct original research by identifying, analyzing, and interpreting relevant primary and secondary sources
- To develop coherent oral and written arguments based on evidence from the past

We will consider central questions each week, addressing major historical debates.

Required reading

Obtain the following editions in order to do the assigned reading. Please use print editions of these sources rather than e-books. Bring books with you to class on appropriate days. Readings from these four required texts will be interspersed throughout the semester.

- Anne Moody, *Coming of Age in Mississippi* (any edition) (memoir) originally published 1968

Other readings—including articles, chapters, and primary sources will be posted to Blackboard under Course Documents. **Follow the syllabus for each week’s assignments.**

Communication

I want to be as accessible to you as I can. Our main means of communication will be through UNCG e-mail and Blackboard. You should check your university e-mail daily.
Contact me with your comments, questions, and concerns and I will do my best to reply to you promptly. I also encourage you to come to discuss your progress in the course during my office hours. I would like to meet with each of you individually at some point in the semester, preferably early on as you develop ideas for your writing and research projects.

**Class Policies**

**Attendance and participation**: Your participation will be a crucial factor in your learning experience. You cannot participate if you are not present; therefore, attendance is expected and recorded each day. This semester includes 28 class meetings. You are “allowed” two excused absences, but these should be taken for personal or family illness, emergencies, or unavoidable scheduling conflicts only. More than two absences will be considered excessive and will adversely affect your grade in this class. Your participation grade will be lowered by 5 points for each additional absence. (I will work with you through documented extended health or personal emergencies.) Participation in discussion is also expected. Attendance alone is not sufficient for full participation credit. Students should be prepared to discuss the readings on the day that they are assigned.

**Electronic devices**: Turn off all electronic devices—phones, laptops, tablets—and put them away during class. You will not need them during class time and their use generally causes distraction. Take notes with a pen and paper and transfer those to your computer later if desired. If research sessions call for the use of laptops, I will let you know ahead of time.

**UNCG’s Academic Integrity Policy**:  
It is your responsibility to review the policies at the link above. Violations will be handled according to UNCG procedures. I will report plagiarism through university channels. See the UNCG library’s site for help with quoting, citing, and paraphrasing:  

**Assignments and Grading**

- **Weekly responses**—30%
- **Attendance and participation**, including in-class writing, quizzes, activities, and discussion—20%
- **Papers and Research Projects**—Total of 50%
  
  **Project 1** - Evaluation of a primary source—Research in university special collections (3 pages) 10%
  
  **Project 2** - Paper and class presentation to class based on outside reading—memoir of participant in movement (5-6 pages) 15%
  
  **Project 3** - Research project and class presentation on media coverage and memory of an event of civil rights movement (5-6 pages) 15%
  
  **Project 4** - Final reflections paper 10%
### Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>A</td>
<td>90-92</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>B</td>
<td>80-82</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>C</td>
<td>70-72</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>F</td>
<td>59 and lower</td>
</tr>
<tr>
<td>No credit</td>
<td>0 (failure to complete assigned papers, plagiarism)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Participation/How to do well:

Be prepared. Make sure you have spent time with all the assigned readings. Use your “historical imagination” to connect more deeply with the assignments. Think about the broad themes of your readings; be able to answer questions posed by the instructor. In addition, you may also be asked to respond to videos or other resources presented in class. Pose good questions, engaging with classmates as well as with the instructor. Listen, think, and talk. Don't be afraid to respond or to ask for a clarification; we are all in the process of learning. Challenge ideas that you are skeptical about, but respect others' views and participate in a civil manner.

### Weekly response writings:

Carefully read everything assigned for the week ahead, but do not attempt to memorize every detail. Consult Blackboard for the assignment/reading questions for the week. Reflect on the key issues. Compare and contrast. At the end of your weekly response, include at least one question or short passage you would like to discuss in that week's classes. This could be a significant line you identify and pull from a selection. Print out your written responses and bring them with you to the first class of the week. We will start discussion there. E-mail to the instructor (ddrusse@uncg.edu) your weekly assignment (usually about 2 pages) by 3 p.m. on Monday if you are unable to attend.

### Paper format:

There are four projects you will complete during the semester, but no midterm or final exam as such. Your papers will be relatively short—5-6 pages each—and should be typed (12 point) and double-spaced with one-inch margins. The papers and research assignments are designed to require you to think critically and write persuasively about primary sources. Some allow you to identify topics of particular relevance and personal interest to you and require that you do some research of your own. You will receive more detailed instructions and a grading rubric for each of these assignments later in the semester.

### Schedule of topics and readings

**WEEK 1**  
Racism and the Roots of the Movement  
Day 1 (M January 13) Introduction to Course  
Day 2 (W January 15)  
Opportunity: Ursula Dudley Oglesby- 5:30/ MHRA 1214

**WEEK 2**  
Race, Segregation, and African American Activism in the 30s and 40s  
Reading: Harvard Sitkoff, Chapter 9, “The Law of the Land,” in *A New Deal for Blacks*, 216-243; Skrentny, Chapter 2, “This Is War and This Is a War Measure: Racial Equality Becomes...

Monday, January 20  (No class)  Martin Luther King, Jr. Day
Honor Dr. King’s Legacy

Day 3  (W January 22)

WEEK 3  Racial Hierarchy in the Jim Crow South
Day 4 (M January 27)
Day 5 ( W January 29)

WEEK 4  Public Access, Transportation, and Travel
Reading: Plessy v. Ferguson, Justice Harlan's dissent; Green Book-examples on Blackboard; Taylor Branch, The King Years, Chapter 1 “The Montgomery Bus Boycott: Martin Luther King's First Public Address, 1955,” 5-12; Chapter 3 “Freedom Rides I,” 23-32; Chapter 4 “Freedom Rides II,” 33-40
Day 6 (M February 3)
Day 7 ( W February 5)

WEEK 5  Education
Day 8 (M February 10)
Day 9 (W February 12) Panel Presentation- Children of Brown

WEEK 6  Grassroots Action
Reading: Moody, Coming of Age in Mississippi—“College” and “The Movement” Chapters 18-30; Branch, Chapter 2 “Sit-Ins” 13-22; Branch, Chapter 5 “Bob Moses, SNCC” 41- 46; Lawson and Payne, 159-188 (Primary sources related to grassroots activism)
Day 10 (M February 17) Library Session: Investigating University Special Collections
Day 11 (W February 19) Project 1 due-- Analysis of a primary source

WEEK 7 Montgomery to Memphis: The Classical Civil Rights Movement, Media, and Memory
Day 12 (M February 24)
Day 13 (W February 26)
WEEK 8 Grassroots Action continued

Day 16 (M March 3)
Day 17 (W March 5)

SPRING BREAK

WEEK 9 Participating in the Movement
Reading: Outside memoir or biography (No weekly response required)
Half of class will present on Monday, the rest on Wednesday
Day 14 (M March 17) Project 2 Due / Presentations
Day 15 (W March 19) Project 2 Due/ Presentations

WEEK 10 National Leadership
Reading: John D. Skrentny, Chapter 2, “This Is War and This Is a War Measure: Racial Equality Becomes National Security,” in The Minority Rights Revolution, 32-37; Branch, Chapter 11, “King, J. Edgar Hoover, and the Nobel Peace Prize, 1964,” 103-111; Branch, Chapter 12, “Crossroads in Selma,” 113-122; Steven F. Lawson, “The View from the Nation,” in Debating the Civil Rights Movement, 3-46, 70-100
Day 18 (M March 24)
Day 19 (W March 26)

WEEK 11 Black Power, Media, and the War on Poverty

Day 20 (M March 31)
Day 21 (W April 2)

WEEK 12 The Movement Outside the South

Day 22 (M April 7) **Project 3**-Turn in Annotated Bibliography *in progress* for evaluation

Day 23 (W April 9)

**WEEK 13** The Black Freedom Struggle and the Conservative Counterrevolution


Day 24 (M April 14)

Day 25 (W April 16) **Project 3** due

**WEEKS 14 and 15** Topic The Recent Past/ Looking Back and Moving Forward


Day 26 (M April 21)

Day 27 (W April 23) Tour of International Civil Rights Museum, 134 South Elm Street, Greensboro

Day 28 (M April 28) Last Day of Class

**Project 4** Final Reflections Paper- **Due by 5 p.m. -- Friday, May 2.**

Printed copies should be brought to the instructor's office-- MHRA 2102.