The Civil Rights Movement 1900-1980 (History 01:512:368)
Murray Hall 208: Tuesday/Thursday, 6:10-7:30 pm

Professor: Minkah Makalani
Phone: 732-932-6705
Office Hours: Thursday 1-2:30 and by appointment
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Introduction

Over the course of American history, there has been a startling correspondence between heightened periods of black social movements and the opening up of and greater levels of mass participation in all levels of the social, political, and cultural institutions and practices of the America. In short, when the United States has been its most democratic, it has generally come on the heels of black people demanding their democratic rights and a more just social order. Of the various periods in what scholars commonly call the Black Freedom Movement, this course focuses on two critical moments in the Twentieth Century: the Civil Rights and Black Power Movements (1941-1974). Taking black self-activity as the driving force in this history, we will examine the conditions in which people decided to act, their motivations, the forms of activism pursued, and what the many groups and people envisioned as the socially just and free society they were struggling to being into existence.

Our attention to social activism will include struggles around culture, aesthetics, and identity. We will also consider the role of the Federal Government (presidents, congress, Supreme Court, etc.) in this history, how it worked against and responded to these movements, and how activists in this period sought to utilize these institutions and laws in their struggles for freedom. In addition, we will give attention to the international, how Civil Rights and Black Power activists worked to link their struggles to African and non-African liberation movements, with special attention to their efforts to build linkages with the liberation struggles of other oppressed groups (e.g., Puerto Ricans, Chicanas/os, Asian Americans, women, students, etc.).

The Classroom

Lectures are the primary method of instruction, supplemented by films, music, and discussions. Students are expected to come to class having completed the assigned readings, and are encouraged to raise questions about the readings as well as the lectures.

Environment

To ensure a learning environment where students feel safe to express themselves and develop their ideas, it is necessary to follow a standard of classroom conduct. In Addition to prevailing social norms, the classroom must remain free of name-calling and derogatory remarks regarding race, nationality, gender, sexuality, physical ability, and/or class background. A student may be asked to leave the class in some cases, and in especially egregious cases the professor may permanently remove a student from the course.
I encourage every student to address their concerns about remarks made in class, or the tenor of a discussion, whether they feel another student or the professor the offending party. However, if you are uncomfortable raising such concerns in class, you are welcome to see me during office hours or by appointment. (See Appendix)

Grades
Students are graded on a five-page book review (20%), a three-page response paper (10%), four unannounced Quizzes (20 %), and two exams (25% each, total 50%).

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<th>Grade</th>
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<tr>
<td>A</td>
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<td>B+</td>
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Exams
There are two exams. The first exam will cover the material to that point, and the second exam will cover the material from the first exam to the end of the course. This is not a final exam as such, and is therefore administered on the final day of class. The exam will consist of a short essay and a series of multiple-choice questions.

Quizzes
There are four unannounced quizzes based on readings and lectures. Students may use notes on quizzes, though sharing notes is not allowed. Cheating on quizzes will result in an “F” on the quiz and a 10% reduction is your overall grade. The lowest quiz grade will be dropped.

Papers
The first paper is a book review of Assata Shakur, Assata. Guidelines for this five page papers are forthcoming. The review is due November 27, 2007.

The second paper is a response paper. Students will receive guidelines for this paper three weeks before it comes due, November 1, 2007.

Plagiarized papers are viewed with extreme prejudice, as they are a sign of disrespect, intellectual laziness, and dishonesty. Any instance of plagiarism will automatically result in an “F” for the semester grade. Additionally, the offending student’s case will be submitted to the University administration for further disciplinary action. (See Appendix)

Texts
Clayborne Carson, In Struggle: SNCC and the Black Awakening of the 1960s.
Peniel Joseph, Waiting Till the Midnight Hour.
Chana Kai Lee, *For Freedom's Sake: The Life of Fannie Lou Hamer*.

*Additional readings on reserve and on-line through the Alexander Library reserve reading desk.*

**SCHEDULE**

**Week One**
- Tuesday 9/4 — Introduction

- Thursday 9/6 — The New Negro Movement.
  

**Week Two**
  

- Thursday 9/13 — The Cold War and Black Radicals.
  

**Week Three**
- Tuesday 9/18 — Video: *Paul Robeson: Here I Stand*.
  
  Readings: Marable, *Race, Reform and Rebellion*, 40-60.
  
  Reserve Readings: Von Eschen, *Race Against Empire*, 96-121.

  
  

**Week Four**
- Tuesday 9/25 — Students, the Black Working Class, and Middle Class Civil Rights.
  
  Readings: Lee, *For Freedom’s Sake*, 61-102; Carson, *In Struggle*, 1-44.

- Thursday 9/27 — Malcolm X, the Nation of Islam, and Racialist Politics.
  
  Readings: Meriwether, *Proudly We Can Be Africans*, 124-149.
  

**Week Five**
- Tuesday 10/2 — A Movement for Civil Rights and Jobs.
Readings: Marable, Race, Reform and Rebellion, 61-85.

• Thursday 10/4 — The International Dimension of Black Freedom.
  Readings: Meriwether, Proudly We Can Be Africans, 150-180; Joseph, Waiting 'Til the Midnight Hour, 35-44.

Week Six
• Tuesday 10/9 — Video: W.E.B. Du Bois: A Biography in Four Voices.

• Thursday 10/11 — W.E.B. Du Bois cont’d
  Readings: Joseph, Waiting 'Til the Midnight Hour, 45-117.

Week Seven
• Tuesday 10/16 — Malcolm and Martin, Strategy and Tactics.

• Thursday 10/18 — EXAM 1

Week Eight
• Tuesday 10/23 — The March on Washington and Civil Rights Legislation.
  Readings: Marable, Race, Reform and Rebellion, 86-113; Carson, In Struggle, 191-211.

• Thursday 10/25 — Mississippi and the Dusk of Civil Rights.
  Readings: Joseph, Waiting 'Til the Midnight Hour, 118-173.

Week Nine
• Tuesday 10/30 — Rise of Black Power.
  Readings: Carson, In Struggle, 215-228.

• Thursday 11/1 — Black Power and Culture.

  **Response Paper**

  Reserve Readings: Komozi Woodard, A Nation Within a Nation, 69-113.

Week Ten
• Tuesday 11/6 — The Black Panther Party.
  Readings: Joseph, Waiting 'Til the Midnight Hour, 174-204.
Reserve Readings: Charles Jones and Judson Jeffries, “‘Don’t Believe the Hype’: Debunking the Panther Mythology,” 25-55.

• Thursday 11/8 — The Black Arts Movement and Cultural Nationalism.
  Readings: Joseph, Waiting ’Til the Midnight Hour, 277-295.

Week Eleven
• Tuesday 11/13 — Video: Dutchman.
  Readings: Handouts.

• Thursday 11/15 — Detroit and the League of Revolutionary Black Workers.
  Readings: Marable, Race, Reform and Rebellion, 114-148; Meriwether, Proudly We Can Be Africans, 208-240.

Week Twelve
• Tuesday 11/20 — Movie: Finally Got the News.
  Readings: Lee, For Freedom’s Sake, 121-135.

• Thursday 11/22 Break

Week Thirteen
• Tuesday 11/27 — Black Women and Black Power.
  •BOOK REVIEW DUE•

• Thursday 11/29 — Video: Palante, Siempre Palante.

Week Fourteen
• Tuesday 12/4 — The New Nadir, The Black Radical Congress.

• Thursday 12/6 — Hip-Hop, Black Art, and Liberation.

Week Fifteen
• Tuesday 12/11 — Second Exam
APPENDIX

History Department policy on plagiarism:
“Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato's comment...” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.”

History Department policy on classroom etiquette (abbreviated):
“Falsification of an attendance record by signing another student's name or signing one's own name and then leaving class is a serious breach of academic integrity, for which an offender may be punished by the instructor. If a student cannot attend a class or must leave early, the ethical solution is to inform the instructor of the situation and to ask to be excused.

“Tardiness — Our university is geographically challenged. Students must commute considerable distances between classes, and the university's transportation systems sometimes fail us. Instructors should be aware of the difficulties that conscientious students encounter both in scheduling courses and in commuting. Students should schedule their courses wisely so that their normal expectation of being seated before the beginning of class can be met. When possible, they should anticipate late arrival and inform the instructor. Instructors may exclude students who are habitually tardy because late arrivals can disrupt classes in a way that is unfair to other class members, especially the instructor, whose attention should be focused on leading a challenging and successful meeting. Instructors may count tardy students as absent and impose penalties as outlined in the course syllabus.

“Leaving Class before Conclusion — All class members should expect to remain in class and attentive until the instructor indicates that the class session is over. Instructors should recognize that compelling personal needs might force a student to leave the room during class. If possible, students should inform instructors of any personal difficulties that might lead them to leave the room during class. Students who need to leave the room should make every effort to leave and return with as little disruption as possible. Habitual and unexcused movement during class sessions may be prohibited by the instructor.

“Cell Phones and Beepers — Students should deactivate signals from cell phones and beepers that can be heard by others during class. Instructors may forbid cell phone use during class.

“Personal Conversation — It is rude and disruptive to engage in personal conversation during class. Students who persist in this disruptive behavior may be asked to leave the class and may be penalized by the instructor, who might, for example, count them as absent. Reading newspapers, doing crossword puzzles, or engaging in other personal diversions unrelated to class activity is equivalent to ‘personal conversation.”’ (Full version available at http://history.rutgers.edu/undergrad/policy.htm).