# The History of the Modern Civil Rights Movement - 125AC, 2018*

*Three (3) semester credits*

## Course Description

The objective of this course is to examine the modern Civil Rights Movement. As traditionally understood, this period began with the May 17, 1954, "Brown vs. Board of Education" Supreme Court decision and ended with the passage of the Voting Rights Act of 1965. This course will expand this time frame and seek to place this movement in the context of global developments and the broad sweep of United States History. Assigned readings consist of historical and autobiographical texts. Lectures will contextualize the readings by placing the material and its significance within the overall history and culture of Americans. Visual media will augment the lectures.

## Prerequisites

There are no prior course requirements.

## Course Objectives

By successfully completing this course, you will be able to:

- Identify all of the important federal and state laws and Supreme Court decisions between 1954-1965
- Explain the social construction of race
- Describe the strategies and tactics of a variety of Civil Rights organization
- Discuss the power of charisma and leadership
- Identify of the roles of rank and file activist
- Describe the role of culture in sustaining a movement
- Examine the power of capital in financing a movement

## Instructor Information, Contact, Office Hours, & Communication

### Course Instructor

Prof. Ula Taylor

[mailto:uyt@berkeley.edu](mailto:uyt@berkeley.edu)(***please always email using the bCourses mail function***)

## Graduate Student Instructors (GSIs)

TBD

While the instructor will interact with the whole class and will oversee all activities and grading, as well as being available to resolve any issues that may arise, the GSIs will be your main point of contact. Your GSIs are responsible for assisting you directly with your questions about assignments and course requirements, as outlined in the Assignments and Calendar. The GSIs will also facilitate ongoing discussion and interaction with you on major topics in each module.

## Office Hours

The course instructor and GSIs will offer both in person and virtual office hours, when students can communicate real time (synchronously) using the Chat tool in bCourses. While these chats are optional they can be valuable for discussion, answering questions, and reviewing for exams. Chats are optional; no points are awarded for participation.

Day: TBD
Hours (PT): TBD

The session will be for one hour. However, if no one shows up in the first 15 minutes, then that office hour will be cancelled.

## Course Mail

Make sure to check the Course Mail for messages from the instructor. You can access course email within the Learning Management System by clicking on the Inbox link on the Corner Help toolbar (see also Canvas Overview Video) or choose to have your course mail forwarded to your personal email account or your cell phone.

## Course Materials and Technical Requirements

## Required Materials

- Ernesto Chavez, <u>Mi Raza Primero!: Nationalism, Identity, and Insurgency in the Chicano Movement in Los Angeles, 1966-1978</u> (University of California, 2002).
- Howell Raines, <u>My Soul is Rested The Story of the Civil Rights Movement in the Deep South</u> (Penguin Books, 1983).
- Anne Moody, <u>Coming of Age in Mississippi: the Classical Autobiography of Growing Up Poor and Black in the Rural South</u> (Mass Market Paperback, originally published 1968).
- Cynthia E. Orozco, <u>No Mexicans, Women, or Dogs Allowed: The Rise of the Mexican American Civil Rights Movement</u> (University of Texas, 2009).
- Jerrold Packard, <u>American Nightmare the History of Jim Crow</u> (St. Martins Griffin, 2002).

You are free to purchase your textbooks from any vendor. Please be sure to thoroughly review the return policies before making a purchasing decision as UC Berkeley does not reimburse students for course materials in the event of a textbook change or an unexpected cancellation or rescheduled course section.

All students must have access to a computer with Internet connectivity, which will allow them to access course announcements, readings, and instructor-posted materials through the bCourses site. Students should also be able to watch television texts (via YouTube or other sites) and interact with (or simply observe) social media platforms on their computers. Students must also compose their exams on a computer and submit their completed exams electronically on bCourses -- handwritten exams will not be accepted. For the final examination, which must be taken in-person (and cannot be completed online), students can bring a laptop computer to the testing location and write their exam in Microsoft Word or another word processing program, and submit their completed exams online, OR they can complete the exam by hand, using pen and exam books (which will be provided), in the presence of the exam proctor.

## Technical Requirements

This course is built on a Learning Management system (LMS) called Canvas and you will need to meet these <u>computer specifications to participate within this online platform.</u>

**Optional**

Canvas allows you to record audio or video files of yourself and upload them in the course. Although doing so is not required for any of the activities, using these features will enhance your engagement in the course. If you would like to use these features, you will need to have a webcam and a microphone installed on your computer.

**Technical Support**

If you are having technical difficulties please alert one of the GSIs immediately. However, understand that neither the GSIs, nor the professor can assist you with technical problems. You must call or email tech support and make sure you resolve any issues immediately.

*In your course, click on the "Help" button on the bottom left of the global navigation menu.* Be sure to document (save emails and transaction numbers) for all interactions with tech support. **Extensions and late submissions will not be accepted due to "technical difficulties."**

## Learning Activities

**VERY IMPORTANT**

You won't be able to access your course material until you read and make your pledge to Academic Integrity. Click the button below to navigate to and complete the Academic Integrity pledge.

### ACADEMIC INTEGRITY PLEDGE

You are expected to fully participate in all the course activities described here. For each unit:

1. The instructor will post materials (video lectures, PowerPoint slides, etc.) to the bCourses site pertaining to the assigned readings and the major topics and themes of that unit. Watch and listen to the lecture presentations.
2. Students will create blog entries in their group associated with the course (students will sign up at the beginning of the course for the particular unit for which they will write a blog entry).
3. Every student in the course must read the assigned readings, watch and read the materials that the instructor posts, and read the student-authored blog entries.
4. Every student in the course must write and post replies to three instructor discussion questions and one of the student-authored

blog entries (except for the unit for which the student is a "blogger") for each module.

5. Each student enrolled in this course must complete two midterms and a take-home final examination (all open-book exams), complete a proctored final examination (closed-book), create one blog entry, and, for each module, post replies to three instructor posts and one student blog entry.

## Sections

For grading purposes, each of you has been assigned to one of the course GSIs and placed within their section. Your particular GSI will grade all of your work, as well as that of your section-mates, and engage with you in the course discussions. To find out whose section you've been placed in, go to bCourses, click on "People" on the left side of the screen, find your own name, and then look across at the "Section" column – you will see your section assignment there (e.g., "Megan's Section," "Lyndsey's Section," etc.).

## Modules

A module is a grouping of topics related to one area of study, typically with readings, lectures and various kinds of assignments. Each module contains a list of Learning Outcomes for the module. Your assignments reflect the learning activities to perform to reach those outcomes. For an at-a-glance view of due dates and projects, refer to the course calendar.

## Reading Assignments

Each module includes assigned readings relevant to each topic covered in that module.

## Multimedia Lectures

Recorded lectures support your readings and assignments but also contain additional material that may be included in the exams. Each lecture has been broken into sections. You are expected to take notes while viewing the lectures as you would in a regular classroom.

## Discussion Forums

Each module contains a group discussion in which we ask you to write reflectively and critically about the discussion topic. Your posts and responses are considered your class participation and represent a unique opportunity for you to exchange views with your group-mates, share experiences and resources, and ensure your understanding of the course material.

Discussion groups have been pre-assigned and include other members of your GSI section. When you navigate to a discussion forum, you will automatically be taken to your group's instance of that discussion and to your group's space within the course. When finished with the discussion, you will need to navigate from your group space back to the main course space in order to continue participating in other aspects of the course.

You have to answer three discussion questions posted for every module. You will lose points if you answer fewer than three questions per module.

Your answers (to three of the discussion questions posted each module) must be substantive, i.e., at least six sentences long.

## Midterm Exam

You will complete a midterm exam in Module 3. The exam covers the content in Modules 1 through 3 and contains essay and short answer questions. The exam has a time limit, and you must take it within the prescribed 24-hour window. See the Calendar for the date. While the exam is considered an open-book examination, it cannot be taken collaboratively with other students. The learning management system keeps detailed records of logins and submissions. Please review the ethics guideline for online courses provided at the beginning of this class and the UC Berkeley code of conduct.

## Final Exam

You will take a 3 hour, closed-book final exam on paper. There will be no make-up exam. The final exam will contain a mandatory question, identifications, and short answer questions.

Students must take the final examination in person or possibly arrange to have the examination proctored if you cannot come to campus.

Review the Proctor Info on the left navigation menu. Off-site proctor applications must be submitted prior to July 20th, 2018. (Session D).

The final exam will be held on **Thursday, August 9th from 1-4 p.m. PT, location TBD.** *If you miss taking the final or try to take it in a manner for which you have not received permission, you will fail this class automatically.*

Final exams will be graded and returned to students within two weeks of students submitting them. Again, students who do not receive a passing grade on the final exam will not pass the class.

### Reminder: Your Course End Date

Your course will end on August 11, 2018. As you work through the course, please keep the end date in mind, and if you want to save any commentary or assignments for future reference, please make sure to print or copy/paste those materials before your access ends.

## Grading and Course Policies

### Your final course grade will be calculated as follows:

| Category | Percentage of Grade |
|---|---|
| Discussion Assignments | 25% |
| Midterm Exam | 25% |
| Final Exam | 50% |

**Table 1: Final Grade Percentages**

You must pass the final exam to pass the course.

It is important to note that not all components are graded online and included in the online course grade book. Because of this, the online course grade book will not display your overall course grade at any given time or your final grade. It should simply be used to assess your performance on the components that are included within it: the discussions, written assignments and midterm exam. Your final letter grade will be mailed to you by the registrar's office.

You can choose to either take this course for a letter grade or P/NP (Pass/No Pass). Once you have opted for which type of grade you wish to receive, you cannot request a different type of grade at the end of the course. In other words, if you opt to be graded on a P/NP basis, then at the end of the course, you cannot ask to receive a letter grade.

# Course Policies

## Promptness

Homework assignments and discussion forum postings all have specific final due dates and times. You will not receive full credit if assignments are submitted after the indicated due date.

Further, each online activity must be submitted through the course website by the due date. Fax or mail submission will not be accepted. Students who wait until the final hours prior to a submission deadline risk having problems with their ISP, hardware, software, or various other site access difficulties. Therefore, it is advisable to submit assignments and tests through the course website early. The multiple days allowed for submission are to accommodate the busy schedules of working professionals, not to accommodate procrastination. Students should plan accordingly and get into the habit of checking the course website several times each week, and submitting and posting early.

## Scheduling Conflicts

Please notify me in writing by the second week of the term about any known or potential extracurricular conflicts (such as religious observances, graduate or medical school interviews, or team activities). I will try my best to help you with making accommodations, but cannot promise them in all cases. In the event there is no mutually-workable solution, you may be dropped from the class.

## Honor Code

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you will adhere to this code.

## Collaboration and Independence

Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments and the online exam are to be completed independently and materials submitted as homework should be the result of one's own independent work.

## Cheating

Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. Exams are to be completed without the assistance of other people, and without reference to texts, notes, and other materials. The expectation is that you will be honest in the taking of exams.

## Plagiarism

To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, explore the resources linked below:

[UC Berkeley Library Citation Page, Plagiarism Section](#)

[GSI Guide for Preventing Plagiarism](#)

## Academic Integrity and Ethics

Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing - furthering knowledge for the benefit of humanity.

## Incomplete Course Grade

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the final exam, may request an Incomplete grade. This request must be submitted in writing or by email to the GSI and course instructor. You must provide verifiable documentation for the seriousness of the extenuating circumstances. According to the policy of the college, Incomplete grades must be made up within the first three weeks of the next semester.

## Students with Disabilities

Any students requiring course accommodations due to a physical, emotional, or learning disability must contact the [Disabled Students' Program (DSP)](). They will review all requests on an individual basis.

- Request your Disabled Student Program Specialist to send the instructor a formal request before the official course start date by email
- In addition, notify the instructor and your Online Learning Support Specialist, which accommodations you would like to use.
- Your Online Learning Support Specialist is Tracie Allen and her email is [summer_online_support@berkeley.edu]()

# End of Course Evaluation

Before your course end date, please take a few minutes to participate in our End of Course Evaluation to share your opinions about this course. You will be receiving the Course Evaluation via email. The evaluation does not request any personal information, and your responses will remain strictly confidential. You may only take the evaluation once. It will close on August 8, 2018 PT.

# Course Schedule

## Week One: Introduction to the Course and a Brief Historical Overview

The readings and lectures for this week will introduce the legal apparatus that anchored Jim Crow America.  In the first video lecture I will cover how the United States Supreme Court decisions anchored racial segregation.  I will start with the 1896 Plessy vs. Ferguson decision and demonstrate how it began as a railroad law but

snowballed to include all public accommodations.   How African Americans, Mexican Americans, and Whites experience the ramification of Jim Crow laws differently will be highlighted.  Humiliation, power, racial bigotry, and violence will underscore this historical moment. For example, by 1928 over 200 people of Mexican descent were killed by mob violence or lynchings in Texas alone.

## Week Two: Post-World War II and the Movement Begins

In this module World War II will serve as the historical backdrop of political mobilization.  The Bracero program (August 4, 1942-1964) brought Mexicans into the United States under the Mexican Farm Labor Agreement. As a series of laws between Mexico and the United States workers were guaranteed a minimum wage as well as decent working and living conditions.  At the same time, Americans (white and black; men and women) were both drafted and volunteered for the United States Armed Forces.  At the end of the war, all groups were faced with how to make American democracy real in their lives.

## Week Three: The Institutionalization of Struggle

Here we understand how individual activists create organizations from which to fight.  We begin with the role of the National Association for the Advancement of Colored People (NAACP) and the League of United Latin American Citizens (LULAC) and how they will impact the formation of the Southern Christian Leadership Conference (SCLC), the Student non-Violent Coordinating Committee (SNCC), the Students for a Democratic Society (SDS), the National Organization of Women (NOW), and the National Farm Workers Association (NFWA).  The major spokespersons for these organizations will offer an opportunity to explore the cult of movement personalities, how capital is raised to fund revolutionary politics, and how gender, class.

## Midterm Exam

- Modules 1-3

## Week Four: Sit-In's, Freedom Rides, Summers of 1964-1965

During the summers of 1964 and 1965 we see a lot of the infighting among political organizations come to a halt largely due to the murders of SNCC activists Michael Schwener, Andrew Goodman, and James Chaney in Mississippi. Mexican Americans from Sacramento, CA., and white college students from the East Coast relocate to Mississippi to support African American activists efforts to register to vote. Given their efforts the federal government passed the Voting Rights Act of 1965.

## Week Five: Power and Cultural Nationalism

After the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 elected government officials believed that all Americans should be satisfied. Yet the call for power among African Americans and Chicanos evidenced the civil rights movement had not ended. Generating questions of nationalism, identity, and empowerment on their own terms, these activists reshaped the tactics and strategies of the struggle. No longer relying upon the Supreme court the turned inward, created their own institutions, and were determined to fight against the 1968 Presidential call for Law and Order. La Raza United Party and the Black Panther Party for Self-Defense move the center struggle.

## Week Six: Decline of a Movement and Affirmative Action

The call for Law and Order now criminalized activists as never before. As activists experienced rotating periods of incarceration, along with the onslaught of the Federal Bureau of Investigation (FBI) Counter Intelligence Program (COINTEL), the activist's ranks dwindled. Nevertheless, this along was not enough to squash the activist's energy.  Affirmative Action was introduced by democratic President Lyndon Johnson but took form under the republican Presidency of Richard Nixon.  With the beginning of "colorblind" language to describe a neo-liberal political environment, Affirmative Action had a double-edge impact.  Initially it becomes a means to expand middle-class people of color via white collar employment.  In the end, however, although white women are the ones who reap the affirmative action edge, the law becomes a way to talk about race in terms of racial quotas and goals and ultimately, racial discrimination against white men.

*subject to change