

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT History, Philosophy + Political Science DATE 3/11/15

Title of Course or Degree: HISTORY of U.S. Civil Rights and the Movement's It Inspired.

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input checked="" type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 3/12/15 Signature, Committee Chairperson: MGB

Signature, Department Chairperson: Michael G. Bauer

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS

1. DEPARTMENT, COURSE NUMBER AND TITLE:

His 82: "History of U.S. Civil Rights and the Movements It Inspired"

**2. DOES THIS COURSE MEET A GENERAL EDUCATION / CUNY CORE CATEGORY?
IF YES, PLEASE COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE
SUBMISSION FORM.**

FITS CUNY COMMON CORE CATEGORY "U.S. In Its Diversity"

**3. TRANSFERABILITY OF THIS COURSE. DESCRIBE HOW THIS COURSE TRANSFERS (required for
A.S. degree course). If A.A.S. degree course and does not transfer, justify role of course,
i.e., describe other learning objectives met:**

The proposed course fits Pathways criteria for "The U.S. Experience in Its Diversity" and thus, if approved as a permanent course, would be a general education course with transferability throughout CUNY. Queens College offers a similar course, "1964: Politics, Culture, and Society," and Brooklyn College offers "American Dreams and Realities." This suggests they would grant transfer credit for the proposed course. LaGuardia Community College covers similar material on social activism in courses on "Afro-American History" and the "History of Minorities."

4. BULLETIN DESCRIPTION OF COURSE:

This introductory course examines the 20th century struggle to include African Americans as full citizens and highlights the civil rights movement's influence on Black Power, the Chicano movement, the United Farmworkers Movement, the American Indian movement, the women's movement, and the LGBT movement in the U.S., as well as international movements.

**5. NUMBER OF WEEKLY CLASS HOURS (please indicate the number of hours per week spent in a lab,
hours spent on site doing fieldwork, hours of supervision and hours in classroom-- if applicable): 3**

6. NUMBER OF CREDITS: 3

7. COURSE PREREQUISITES AND COREQUISITES: N/A

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. ENROLLMENT SUMMARIES, IF PREVIOUSLY OFFERED AS AN 82—N/A

B. PROJECTED ENROLLMENT—at least one section of 40 students each semester.

C. CLASS LIMITS--40

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED – once a semester

E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION:

Given KCC's diverse student body (including a high percentage of African American and Afro-Caribbean students) and the new civic engagement graduation requirement, I believe there would be great interest in this course. Most of my students of all backgrounds seem to enjoy learning about the civil rights movement in my HIS 59

classes. A course on the civil rights movement would also augment the single course offered in African American history, and complement our department's political science course on "Civil Rights and Liberties."

Generally, students do not know the history of slavery, the Civil War, Reconstruction, and the retreat from Reconstruction. With a brief introduction about those earlier contexts, the course will be an intensive study of the "long civil rights movement" from early 20th century efforts such as the founding of the NAACP and anti-lynching crusades to the "classical" civil rights era from 1954-1965. The influence of the civil rights movement on Black Power, the New Left, the United Farmworkers Movement, the Chicano movement, the American Indian movement, the Women's Movement, and the LGBT movement in the U.S. will be studied, as well as the international influence of the civil rights movement, including the South African anti-apartheid movement. The course will look at the role of grassroots leaders, movement organizations, presidential politics, Supreme Court decisions, legislation and enforcement, and intra-movement dynamics.

9. LIST OF COURSES, IF ANY, TO BE WITHDRAWN WHEN COURSE(S) IS (ARE) ADOPTED:

10. IF COURSE IS AN INTERNSHIP OR INDEPENDENT STUDY OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENTS WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENTS' EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:

11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):

Taylor Branch, *The King Years: Historic Moments in the Civil Rights Movement*

Faith Holsaert, Martha Prescod Norman Noonan, et al, eds. *Hands on the Freedom Plow: Personal Accounts by Women in SNCC*. Champaign, IL: University of Illinois Press, 2010.

John Lewis, *March* (graphic novel)

12. REQUIRED COURSE FOR MAJORS AND/OR AREA OF CONCENTRATION? (If course is required, please submit a separate transmittal with a degree requirement sheet noting the proposed revisions, including where course fits into degree requirements, and what course(s) will be removed as a requirement for the degree. NYSED guidelines of 45 crs. of Liberal Arts coursework for an A.A. degree, 30 crs. for an A.S. degree and 20 crs. of Liberal Arts for an A.A.S. degree must be adhered to for all 60 cr. programs).

13. IF OPEN ONLY TO SELECTED STUDENTS (specify): N/A

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

Upon completion of this course, students will be able to:

- Gather, interpret, and assess information from a variety of primary and secondary sources
- Evaluate historical evidence and arguments critically

- Produce well-reasoned, evidence-based written or oral arguments on key issues
- Use historical literature and thinking to explore the U.S. experience of diversity, with particular emphasis on race, gender, and class as categories of historical analysis
- Analyze and explain the key theme of racial justice from multiple perspectives
- Evaluate how the legacy of slavery has shaped the development of the United States

Upon completion of this course, students will know:

- How “Jim Crow” laws evolved despite the existence of the 13th, 14th and 15th Amendments to the Constitution
- How various organizations and movements strategized to fight for African American rights over the course of the 20th century
- How other social movements were inspired by and adapted philosophies and tactics pioneered in the classical civil rights movement.
- The role of “ordinary” grassroots activists such as Fannie Lou Hamer, in addition to such internationally recognized leaders as Martin Luther King Jr and Malcolm X.

15. METHODS OF TEACHING

- Lectures
- Small group work on primary sources
- Documentary films such as “Eyes on the Prize” and “Freedom Summer”
- Guest speakers, including civil rights veterans
- Possible site visit, e.g. to Queens College Civil Rights Archive
- Possible civic engagement experiential learning components

16. ASSIGNMENTS TO STUDENTS:

Reading assignments will be combined with low stakes and high stakes writing assignments. These may include:

- Homework assignments that demonstrate mastery of basic content, such as summaries of readings
- Homework assignments that encourage independent research and thinking, e.g. to use the civil rights movement veterans website to write a mini-biography of a lesser known civil rights worker; to interpret Freedom Summer volunteer letters to parents explaining their decision to go South; and to analyze manifestos from other social movements.
- Low-stakes in-class writing assignments that enable students to think critically about the larger issues at stake
- Final Project on Legacies of Inequality—persuasive essay, photo essay, and Power Point presentation on current issues.

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15:

- Class Participation (20%) which will be measured by:
 - Classroom discussion
 - Take Home Writing Assignments and/or Homework
 - Quizzes
 - Attendance
 - Group presentation
- Midterm Essay Exam (20%)
- Project on Legacies of Inequality (35%) which will be measured by:
 - Quality of Analysis and Writing in Essay
 - Quality of Thinking and Creativity in Photo Essay
 - Clarity of Class Presentation
 - Ability to Collaboration on Class Presentation
- Final Exam—essay and factual (25%)
- Extra Credit/Honors Credit—research paper on a key civil rights figure, organization, or related social movement

18. TOPICAL COURSE OUTLINE (WHICH SHOULD BE AS SPECIFIC AS POSSIBLE REGARDING TOPICS COVERED, LEARNING ACTIVITIES AND ASSIGNMENTS):

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Week 1: Why Study the Civil Rights Movement and the Movements It Inspired?

Student Learning Objectives:

- Understand the foundations of inequality in early American history
- Understand the difference between free and unfree labor in early American history
- Explain the nature of the slave system
- Understand the Civil War, the abolition of slavery, and the retreat from Reconstruction
- Explain the political definition of democracy and articulate personal understandings of democracy
- Identify reasons why studying the civil rights movement is important
- Understand KCC's civic engagement graduation requirement
- Identify examples of how race, class, and gender analyses transform historical understanding.

Week 2: What Is Required to Build a Long-Term, Sustainable Social Movement?

Student Learning Objectives:

- Explain the nature and meaning of civil rights
- Describe the difference between de jure and de facto segregation
- Clarify the difference between legal reform and effective implementation and accountability mechanisms

- Describe the founding of key civil rights organizations in the early 20th century
- Distinguish among competing philosophies of black empowerment, e.g. those of Marcus Garvey v. WEB DuBois
- Understand the relationship between nativism (anti-immigrant sentiment) and racism
- Explain the resurgence of the Ku Klux Klan and lynching in the early 20th century
- Explain the race, class, and gender dynamics of the Scottsboro Boys case

Week 3: How Did the Fight Against Fascism in World War II Help to Catalyze the Domestic Civil Rights Movement?

Student Learning Objectives:

- Understand the human rights dimensions of the fight against fascism
- Describe the experience of African Americans in the segregated military
- Describe civil rights advocacy efforts in the 1940s, including the original plan for a march on Washington
- Explain the Double V campaign
- Explain the role of African American veterans such as Medgar Evers in the early civil rights movement
- Describe the Emmett Till case and its impact on the early civil rights movement
- Understand diverse forms of grassroots/moral leadership, such as Mamie Till's decision to have an open casket funeral
- Explain the tactical reasoning for the Montgomery Bus Boycott
- Demonstrate more complex understanding of the civil rights movement beyond the role of "heroes" such as Rosa Parks and Dr. Martin Luther King Jr.

Week 4: How Did the Civil Rights Movement Adapt the Philosophy of Nonviolent Resistance?

Student Learning Objectives:

- Identify influences on the development of grassroots activists such as John Lewis
- Explain the philosophical, strategic, and practical dimensions of nonviolent resistance
- Understand the early practice of nonviolence in the Nashville Student Movement, and the Greensboro sit-ins.
- Explain Ella Baker's role in the formation of the Student Nonviolent Coordinating Committee

Week 5: How Did the Freedom Rides Test the Theory of Nonviolent Direct Action?

Student Learning Objectives:

- Explain how Jim Crow laws affected the daily lives of African Americans
- Clarify the difference between *de jure* and *de facto* segregation
- Understand the purpose and details of the Freedom Rides
- Understand the leadership of Diane Nash in sustaining nonviolent direct action after the first Freedom Rides encountered violence
- Recognize the risks and sacrifices made by the early civil rights activists

Week 6: Did the Confrontational Nature of Nonviolent Direct Action Generate A Backlash?

Student Learning Objectives:

- Understand the dynamics of the Birmingham campaign, including the Children's Crusade
- Explain Dr. King's frustration with the admonition to "be patient" as expressed in *Letter From A Birmingham Jail*
- Describe the tensions between the student movement and more established civil rights groups using the editing of John Lewis' speech at the 1963 March on Washington as an example.
- Explore the concept of backlash in discussing the 16th Street Baptist Church bombing and JFK's assassination

Week 7: How Were Voting Rights Fought For at the Grassroots and Governmental Levels?

Student Learning Objectives:

- Explain impediments to voting such as literacy tests, poll taxes, and the grandfather clause.
- Explain the strategic purpose of Freedom Summer
- Identify three different elements of Freedom Summer: voter registration, Freedom Schools, and the Mississippi Freedom Democratic Party
- Explain what happened to Andrew Goodman, Mickey Schwerner, and James Chaney
- Understand Fannie Lou Hamer's "challenge" at the 1964 Democratic National Convention
- Understand the relationship between grassroots activism and legislative change
- Explain the basic tenets of the 1964 Civil Rights Act and the 1965 Voting Rights Act

Week 8: Why Did the Philosophy of Black Power Develop in the Mid-1960s?

Student Learning Objectives:

- Demonstrate a more nuanced understanding of the approaches of Dr. King and Malcolm X
- Understand the appeal of Malcolm X's rhetoric
- Explain the evolution of Malcolm X's thinking over time
- Understand Stokely Carmichael's articulation of Black Power ideas in SNCC and the development of the Black Panthers in Oakland
- Discuss elements of the Black Panther Party Platform in relation to historic and contemporary needs of disenfranchised communities

Week 9: How Did Black Power Influence Diverse Identity-Based Movements?

Student Learning Objectives:

- Explain why different groups needed to express cultural pride
- Identify particular challenges facing diverse Latino communities in the United States in the 1960s and 1970s
- Analyze primary sources to distinguish among different goals and tactics of groups such as the United Farmworkers Movement, the Brown Berets, and the Young Lords

Week 10: How Did the Women's Liberation Movement Introduce the Idea That "The Personal is the Political?"

Student Learning Objectives:

- Understand how "identity politics" transformed notions of "the political"
- Explain the types of issues the movement introduced
- Understand "consciousness-raising" as a new methodology for creating political knowledge
- Analyze the statements of various women's groups to understand the diversity of women's issues and feminisms

Week 11: How Did the Modern LGBT Rights Movement Expand on "Personal Politics?"

Student Learning Objectives:

- Explain the challenges of lesbian and gay lives before the LGBT movement
- Understand the Stonewall Rebellion as the catalyst for the modern LGBT movement
- Distinguish between basic rights denied to LGBT people in the 1960s and 70s and the issues being advocated for today
- Explain LGBT rights as a civil rights issue
- Understand how expansive notions of gender and gender identity expand upon feminism's insights and influence the contemporary movement

Week 12: How Has the U.S. Civil Rights Movement Inspired Movements Around the World?

Student Learning Objectives:

- Identify how the vision and tactics of the U.S. civil rights movement influenced other global movements such as the anti-apartheid movement
- Identify more recent influences such as in the Arab Spring
- Explain the relevance of the civil rights movement to current U.S. issues such as the cases of Trayvon Martin, Eric Garner, and Michael Brown.

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

CIVIL RIGHTS HISTORY GENERAL

Arsenault, Raymond. *Freedom Riders: 1961 and the Struggle for Racial Justice*. New York: Oxford University Press, 2006.

Belfrage, Sally. *Freedom Summer*. New York: The Viking Press, 1965.

Blumberg, Rhoda Lois. *Civil Rights: The 1960s Freedom Struggle*. Boston: Twayne Publishers, 1991.

Cagin, Seth, and Phillip Dray. *We Are Not Afraid: The Story of Goodman, Schwerner, and Chaney and the Civil Rights Campaign for Mississippi*. New York: Macmillan, 1988.

Carson, Clayborne. *In Struggle: SNCC and the Black Awakening of the 1960s*. Cambridge, MA: Harvard University Press, 1981.

Carson, Clayborne. *The Student Voice: 1960-1965. Periodical of the Student Nonviolent Coordinating Committee*. Stanford, CA: Martin Luther King, Jr., Papers Project, 1990.

Hampton, Henry, and Steven Fayer. *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s*. New York: Bantam, 1990.

Martinez, Elizabeth, ed., *Letters from Mississippi: Reports from Civil Rights Volunteers & Poetry of the 1964 Freedom Summer*. Brookline: Zephyr Press, 2007.

McAdam, Doug. *Freedom Summer*. New York: Oxford University Press, 1988.

Morris, Aldon. *Origins of the Civil Rights Movement: Black Communities Organizing for Change*, by Aldon D. Morris. Free Press, 1986. Comprehensive study of the Movement's origin and strategies, with emphasis on role played by women.

Payne, Charles. *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*, University of California Press, 1996.

CIVIL RIGHTS HISTORY--WOMEN

ELLA BAKER

Ransby, Barbara. *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*, North Carolina Press, 2003. Biography of the Movement leader (NAACP, SCLC, and SNCC).

Grant, Joanne. *Ella Baker: Freedom Bound*, John Wiley & Sons. 1998. Account of Ella Baker and her central role in the Movement.

FANNIE LOU HAMER

Mills, Kay. *This Little Light of Mine: the Life of Fannie Lou Hamer*. Dutton, 1994. Moving Young-Adult/Adult biography of a central figure in the Civil Rights Movement.

ROSA PARKS

Jeanne Theoharis, *The Rebellious Life of Mrs. Rosa Parks*. New York: Random House, 2013.

WOMEN IN THE CIVIL RIGHTS MOVEMENT, GENERAL

DeLott Baker, Elaine, et. al, *Deep in Our Hearts: Nine White Women in the Freedom Movement*. Athens, GA: University of Georgia Press, 2000.

McGuire, Danielle. *At the Dark End of the Street: Black Women, Rape, and Resistance--A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. Knopf, 2010. Examines racial sexual violence and exploitation in the context of racial injustice and the Civil Rights Movement's fight for freedom.

Robinson, Jo Ann Gibson. *The Montgomery Bus Boycott and the Women Who Started It*. University of Tennessee Press, 1990. Memoir of the bus boycott by one of its leaders who headed the Women's Political Council of Montgomery.

Olson, Lynn. *Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830-1970*. New York: Scribner, 2001.

Schultz, Debra L. *Going South: Jewish Women in the Civil Rights Movement*. New York: New York University Press, 2001.

Collier-Thomas, Bettye and V. P. Franklin (Editors). *Sisters in the Struggle: African-American Women in the Civil Rights and Black Power Movements*, New York University Press, 2001. Anthology of pieces written by Black women active in the Movement.

Fleming, Cynthia Griggs. *Soon We Will Not Cry: The Liberation of Ruby Doris Smith Robinson*. Rowman & Littlefield, 1998. Biography of a major leader and activist in SNCC and the struggle for women's rights.

Fosl, Catherine. *Subversive Southerner, Ann Braden and the Struggle for Racial Justice in the Cold War South*, Palgrave Macmillan, 2002. Biography of famed civil rights activist Ann Braden.

Little, Kimberly. *You Must Be from the North: Southern White Women in the Memphis Civil Rights Movement*, University Press of Mississippi, 2009.

Houck, Davis W. and David E. Dixon. *Women and the Civil Rights Movement, 1954-1965*, University Press of Mississippi, 2009. Speeches & addresses (full text transcripts) from 39 Freedom Movement women.

Vicki Crawford, Vicki. *Women in the Civil Rights Movement: Trailblazers and Torchbearers*. Indiana University Press, 1994. Collection of academic papers presented to 1988 conference.

Mars, Florence and Lynn Eden. *Witness At Philadelphia*. Louisiana State University Press, 1977. A white native of Philadelphia, Mississippi recounts the circumstances of the murder of Chaney, Schwerner, and Goodman, her reaction, and her arrest for crossing the color line.

BLACK POWER

Bloom, Joshua and Waldo Martin. *Black against Empire: The History and Politics of the Black Panther Party*. University of California Press, 2014.

Brown, Elaine. *A Taste of Power: A Black Woman's Story*. New York: Doubleday, 1992.

Gore, Dayo, Jeanne Theoharis and Komozi Woodard. *Want to Start A Revolution? Radical Women in the Black Freedom Struggle*. New York: NYU Press, 2009.

Joseph, Peniel. *Stokely: A Life*. New York: Civitas, 2014.

Marable, Manning. *Malcolm X: A Life of Reinvention*. New York: Penguin, 2011.

LATINO/A MOVEMENTS

Lee, Sonia Song-Ha. *Building a Latino Civil Rights Movement: Puerto Ricans, African Americans, and the Pursuit of Racial Justice in New York City*. Chapel Hill: The University of North Carolina Press, 2014.

Pawel, Miriam. *The Crusades of Cesar Chavez: A Biography*. New York: Bloomsbury Press, 2014.

WOMEN'S LIBERATION MOVEMENT

Evans, Sara. *Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left*. New York: Vintage Books, 1979.

Echols, Alice. *Daring to be Bad: Radical Feminism in America 1967-1975*. Minneapolis: University of Minnesota Press, 1989.

Gilmore, Stephanie. *Feminist Coalitions: Historical Perspectives on Second Wave Feminism in the United States*. Urbana: University of Illinois Press, 2008.

GAY AND LESBIAN MOVEMENT

D'Emilio, John. *Making Trouble: Essays on Gay History, Politics, and the University*. New York: Routledge, 2014.

Kennedy, Elizabeth Lapovsky and Madeleine Davis. *Boots of Leather, Slippers of Gold: The History of A Lesbian Community*. New York: Routledge, 2014.

AMERICAN INDIAN MOVEMENT

Bancroft, Dick. *We Are Still Here: A Pictorial History of the American Indian Movement*. St. Paul, MN : Minnesota Historical Society Press, 2013.

Crow Dog, Mary. *Lakota Woman*. New York: Grove Weidenfeld, 1990.

Please contact your Department Chairperson or Associate Dean Stanley Bazile at the Office of Academic Affairs x5328, if you require any assistance completing a course proposal according to this format. Copies of this format are available electronically.

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