

**History 469**  
**The Black Civil Rights Movement**  
**Fall 2010**

Department of History  
Purdue University

MWF 12:30 – 1:20 PM  
University Hall  
Room 301

Instructor:	Cornelius L. Bynum, Ph.D.	Email Address:	<a href="mailto:bynum@purdue.edu">bynum@purdue.edu</a>
Office:	University Hall, Room 024	Office Hours:	Wednesdays 3:30 – 5:00 PM
Office Phone:	(765)494-4152		or by appointment

Course Description:

This course examines the origins, dynamics, and consequences of the modern black civil rights movement by exploring how African Americans' struggle for racial equality and full citizenship worked to dismantle entrenched systems of segregation, repression, and discrimination in American society and culture in the twentieth century.

Assigned Texts & Articles:

- Cagin, Seth and Philip Dray, *We Are Not Afraid: The Story of Goodman, Schwerner, and Chaney and the Civil Rights Campaign for Mississippi* (New York, 2006).
- Fairclough, Adam, *To Redeem the Soul of America: The Southern Christian Leadership Conference and Martin Luther King, Jr.* (Athens, GA, 2001).
- Reed, Touré F., *Not Alms but Opportunity: The Urban League and the Politics of Racial Uplift, 1910-1950* (Chapel Hill, NC, 2008).
- Kluger, Richard, *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality* (New York, 1975, 2004).
- Van Debarg, William L., *A New Day in Babylon: The Black Power Movement and American Culture, 1965 – 1975* (Chicago, IL, 1993).
- Brown, Frank, "Nixon's 'Southern Strategy' and Forces against Brown," *Journal of Negro Education*, vol. 73, Special Issue: Brown v. Board of Education at 50 (Summer 2004), pp. 191 – 208.
- Brown, Kevin, "The Road Not Taken in 'Brown': Recognizing the Dual Harm of Segregation," *Virginia Law Review*, vol. 90, 50 Years of Brown v. Board of Education (October 2004), pp. 1579 – 1599.
- Canaan, Gareth, "'Part of the Loaf': Economic Conditions of Chicago's African-American Working Class during the 1920's," *Journal of Social History*, vol. 35 (Autumn 2001), pp. 147 – 174.
- Collins, James, "Taking the Lead: Dorothy Williams, NAACP Youth Councils, and Civil Rights Protests in Pittsburgh, 1961 – 1964," *Journal of African American History*, vol. 88, The History of Black Student Activism (Spring 2003), pp. 126 – 137.
- Dailey, Jane, "Sex, Segregation, and the Sacred after Brown," *Journal of American History*, vol. 91 (June 2004), pp. 119 – 144.
- Dougherty, Jack, "'That's When We Were Marching for Jobs': Black Teachers and the Early Civil Rights Movement in Milwaukee," *History of Education Quarterly*, vol. 38 (Summer 1998), pp. 121 – 141.
- Eagles, Charles W., "Toward New Histories of the Civil Rights Era," *Journal of Southern History*, vol. 66 (November 2000), pp. 815 – 848.
- Feldstein, Ruth, "'I Don't Trust You Anymore': Nina Simone, Culture, and Black Activism in the 1960s," *Journal of American History*, vol. 91 (March 2005), pp. 1349 – 1379.

- Hamilton, Dona and Charles V. Hamilton, "The Dual Agenda of African American Organizations since the New Deal: Social Welfare Policies and Civil Rights," *Political Science Quarterly*, vol. 107 (Autumn 1992), pp. 435 – 452.
- Joseph, Peniel E., "Dashikis and Democracy: Black Studies, Student Activism, and the Black Power Movement," *Journal of African American History*, vol. 88, History of Black Student Activism (Spring 2003), pp. 182 – 203.
- Lawson, Steven F., "Freedom Then, Freedom Now: The Historiography of the Civil Rights Movement," *American Historical Review*, vol. 96 (April 1991), pp. 456 – 471.
- Morris, Aldon D., "Birmingham Confrontation Reconsidered: An Analysis of the Dynamics and Tactics of Mobilization," *American Sociological Review*, vol. 58 (October 1993), pp. 621 – 636.
- Strain, Christopher, "Soul City, North Carolina: Black Power, Utopia, and the African American Dream," *Journal of African American History*, vol. 89 (Winter 2004), pp. 57 – 74.
- Tushnet, Mark, "The Politics of Equality in Constitutional Law: The Equal Protection Clause, Dr. Du Bois and Charles Hamilton Houston," *Journal of American History*, vol. 74, The Constitution and American Life: A Special Issue (December 1987), pp. 884 – 903.
- Tyson, Timothy B., "Robert F. Williams, 'Black Power,' and the Roots of the African American Freedom Struggle," *Journal of American History*, vol. 85 (September 1998), pp. 540 – 570.
- Wendt, Simon, "God, Gandhi, and Guns: The African American Freedom Struggle in Tuscaloosa, Alabama, 1964 – 1965," *Journal of African American History*, vol. 89 (Winter 2004), pp. 36 – 56.

**\*\*All articles have been posted on Blackboard but are also available through J-STOR, a searchable online database of scholarly journal articles accessible through Purdue Libraries\*\***

#### Films on Reserve:

*Cases in Controversy: The 14<sup>th</sup> Amendment*  
*Eyes on the Prize: Ain't Scared of Your Jails, 1960-1961*  
*Eyes on the Prize: Awakenings, 1954-1956*  
*Eyes on the Prize: Bridge to Freedom, 1965*  
*Eyes on the Prize: Fighting Back, 1957-1962*  
*Eyes on the Prize: Mississippi: Is This America?, 1962-1964*  
*Eyes on the Prize: No Easy Walk, 1961-1963*  
*Eyes on the Prize: Power!, 1966-1968*

*Eyes on the Prize: The Promised Land, 1967-1968*  
*Eyes on the Prize: The Time Has Come, 1964-1966*  
*Eyes on the Prize: Two Societies, 1965-1968*  
*Ida B. Wells: A Passion for Justice*  
*The Road to Brown*  
*Scottsboro: An American Tragedy*  
*With All Deliberate Speed*

**\*\*All reserve materials for this course can be checked out at Hicks Reserve desk**

#### Course Requirements and Policies:

Attendance:

**Attendance is required** and will be taken at the beginning of each class. **Any student that accumulates more than four (4) unexcused absences will automatically fail the class.** Absences will be excused on a case by case basis and only when sufficient documentation is provided by the student. Death of a family member, family emergency, serious illness, or officially sponsored university events (e.g. basketball, football, or softball game) are examples of excusable absences; absence due to travel plans for the October break or Thanksgiving will not be excused. If a student anticipates being absent from class, s/he should contact me in advance. If such advance notice is not possible, then s/he should contact me as soon as possible. In dire cases or cases of extended absence due to illness or other serious family circumstances, students should seek immediate assistance from the Dean of Students Office in Schleman Hall, room 207.

Class Participation:

Students should come to class having done all the assigned reading and prepared to offer insights and comments on course material. Students will be separated into groups that will meet with me on a rotating basis to discuss class readings. Individual group meeting will take place on Wednesdays during scheduled class time. Also, each group will be responsible for helping to lead class discussion on the Friday following their Wednesday group meeting with me. Class participation grades will be determined by students' preparedness and involvement in group discussions with instructor, effectiveness in helping to lead class discussions when required, and overall participation in class discussions.

#### Writing Assignments:

Students will write a fifteen (15) page essay for this class. Essays will focus on a specific book, its associated readings, and films and should address the key interpretive, historical, and analytical issues or themes raised therein. Students should draw on **all** of the assigned course material (book, articles, and films) to convey a clear point of view. Essays should be submitted electronically through Blackboard by 5:00 PM on the assigned due date. Essay questions will be assigned by the instructor. Please note that, in addition to content, style and grammar will affect the overall essay grade. Students are strongly encouraged to take advantage of resources and assistance offered through the Purdue Writing Lab, Heavilon Hall, room 226. Appointments can be made by calling 494-3723.

Each student will have the opportunity to revise their long essay to incorporate the feedback they receive on their original submission. In the event that a student chooses to revise their essay, their final grade on this assignment will be determined by averaging the grades received on the initial submission and the revised submission.

In addition to the long paper, each student will write a short essay (1500 words) summarizing the central thesis of one of the books assigned for this course. The books for this essay will be assigned by group by the instructor. Again, essays should be submitted electronically through Blackboard by 5:00 PM on the assigned due date.

All essays should be written in Microsoft Word or an equivalent word-processing program. It is the students' responsibility to insure that all assignments are submitted in a suitable format. Also, please consult the latest edition of the Chicago Manual of Style for guidelines on formatting citations and references.

#### Final Exam:

There will be an in-class essay exam given during the scheduled exam period. The time, date, and location of the final exam will be announced at a later date.

#### Grading:

Final grades will be determined by class participation, essay, and final exam grades. Class participation will constitute ten percent (10%) of the final grade; the long essay will count for forty percent (40%); the short essay counts for twenty percent (20%); and the final exam account for the final twenty percent (30%) of the final grade.

**Lastly, this syllabus maybe subject to change as dictated by class needs and at the instructor's discretion.**

In the event of a major campus emergency, course requirements, deadlines, and grading policies are subject to changes that may be necessitated by a revised semester calendar or other circumstances. **In the event of such an emergency, I will notify you of key schedule or policy changes by email and/or through Blackboard.**

Syllabus:

**Week One: Constructing Jim Crow**

Related Films: *Cases in Controversy: The 14<sup>th</sup> Amendment*  
*The Road to Brown*  
*With All Deliberate Speed*

Monday, August 23, 2010

Course Introduction  
Lecture: The Legacy of the First Reconstruction

Wednesday, August 25, 2010

Reading Assignment:  
Tushnet, Mark, "The Politics of Equality in Constitutional Law: The Equal Protection Clause, Dr. Du Bois and Charles Hamilton Houston," *Journal of American History*, vol. 74, The Constitution and American Life: A Special Issue (December 1987), pp. 884 – 903.

**Group 1**

Friday, August 27, 2010 (Group 1)

Reading Assignment:  
Kluger, Richard, *Simple Justice*, pp. 3-83, 105-125.

Class Discussion

**Week Two: Legal Challenges to Separate but Equal**

Related Films: *Cases in Controversy: The 14<sup>th</sup> Amendment*  
*The Road to Brown*  
*With All Deliberate Speed*

Monday, August 30, 2010

Reading Assignment:  
Kluger, Richard, *Simple Justice*, pp. 126-237.

Class Discussion

Wednesday, September 1, 2010

Reading Assignment:  
Dougherty, Jack, "'That's When We Were Marching for Jobs': Black Teachers and the Early Civil Rights Movement in Milwaukee," *History of Education Quarterly*, vol. 38 (Summer 1998), pp. 121 – 141.

**Group 4**

Friday, September 3, 2010 (Group 4)

Reading Assignment:  
Kluger, Richard, *Simple Justice*, pp. 238-345.

Class Discussion

**Week Three: Legal Challenges to Separate but Equal** (continued)

Related Films: *Cases in Controversy: The 14<sup>th</sup> Amendment*  
*The Road to Brown*  
*With All Deliberate Speed*

Monday, September 6, 2010

Labor Day (No Class)

Reading Assignment:  
Kluger, Richard, *Simple Justice*, pp. 346-425.

Wednesday, September 8, 2010

Reading Assignment:  
Brown, Kevin, "The Road Not Taken in 'Brown': Recognizing the Dual Harm of Segregation,"  
*Virginia Law Review*, vol. 90, 50 Years of Brown v. Board of Education (October 2004), pp. 1579  
– 1599.

**Group 2**

Friday, September 10, 2010 (Group 2)

Reading Assignment:  
Kluger, Richard, *Simple Justice*, pp. 426-451, 481-509, 545-584.

Class Discussion

**Week Four: Legal Challenges to Separate but Equal** (continued)

Related Films: *Cases in Controversy: The 14<sup>th</sup> Amendment*  
*The Road to Brown*  
*With All Deliberate Speed*

Monday, September 13, 2010

Reading Assignment:  
Kluger, Richard, *Simple Justice*, pp. 585-619, 660-702.

Lecture: Black Civil Rights in the Progressive Era and World War I

Wednesday, September 15, 2010

Reading Assignment:

Brown, Frank, "Nixon's 'Southern Strategy' and Forces against Brown," *Journal of Negro Education*, vol. 73, Special Issue: Brown v. Board of Education at 50 (Summer 2004), pp. 191 – 208.

**Group 3**

Friday, September 17, 2010 (Group 3)

Reading Assignment:

Kluger, Richard, *Simple Justice*, pp. 703-790.

Class Discussion

**Week Five: Equal Opportunity and the National Urban League**

Related Films: *Ida B. Wells: A Passion for Justice*  
*Scottsboro: An American Tragedy*

Monday, September 20, 2010

Reading Assignment:

Reed, Touré F., *Not Alms but Opportunity*, pp. xv – xviii, 1 – 26.

Class Discussion

Wednesday, September 22, 2010

Reading Assignment:

Canaan, Gareth, "'Part of the Loaf': Economic Conditions of Chicago's African-American Working Class during the 1920s," *Journal of Social History*, vol. 35 (Autumn 2001), pp. 147 – 174.

**Group 4**

Friday, September 24, 2010 (Group 4)

Reading Assignment:

Reed, Touré F., *Not Alms but Opportunity*, pp. 27 – 79.

Class Discussion

**Rough Draft Due Groups 1 and 2**

**Week Six: Equal Opportunity and the National Urban League** (continued)

Related Films: *Ida B. Wells: A Passion for Justice*  
*Scottsboro: An American Tragedy*

Monday, September 27, 2010

Reading Assignment:  
Reed, Touré F., *Not Alms but Opportunity*, pp. 81 – 137.

Class Discussion

Wednesday, September 29, 2010

Reading Assignment:  
Hamilton, Dona and Charles V. Hamilton, “The Dual Agenda of African American Organizations since the New Deal: Social Welfare Policies and Civil Rights,” *Political Science Quarterly*, vol. 107 (Autumn 1992), pp. 435 – 452.

**Group 1**

Friday, October 1, 2010 (Group 1)

Reading Assignment:  
Reed, Touré F., *Not Alms but Opportunity*, pp. 139 – 167.

Class Discussion

**Week Seven: Equal Opportunity and the National Urban League** (continued)  
**Martin Luther King, Jr. and the Southern Christian Leadership Conference**

Related Films: *Ida B. Wells: A Passion for Justice*  
*Scottsboro: An American Tragedy*

Monday, October 4, 2010

Reading Assignment:  
Reed, Touré F., *Not Alms but Opportunity*, pp. 169 – 196.

Lecture: The Cold War in Black America

Wednesday, October 6, 2010

Reading Assignment:  
Eagles, Charles W., “Toward New Histories of the Civil Rights Era,” *Journal of Southern History*, vol. 66 (November 2000), pp. 815 – 848.

**Group 3**

Friday, October 8, 2010 (Group 3)

Reading Assignment:

Faireclough, Adam, *To Redeem the Soul of America*, pp. 1 – 84.

Class Discussion

**Essay Due Groups 1 and 2**

**Short Essay Due Groups 3 and 4**

**Week Eight: Martin Luther King, Jr. and the Southern Christian Leadership Conference**  
(continued)

Related Films: *Eyes on the Prize: Awakenings, 1954-1956*  
*Eyes on the Prize: Fighting Back, 1957-1962*

Monday, October 11, 2010

October Break (No Class)

Reading Assignment:

Faireclough, Adam, *To Redeem the Soul of America*, pp. 85 – 162.

Wednesday, October 13, 2010

Reading Assignment:

Lawson, Steven F., “Freedom Then, Freedom Now: The Historiography of the Civil Rights Movement,” *American Historical Review*, vol. 96 (April 1991), pp. 456 – 471.

**Group 2**

Friday, October 15, 2010 (Group 2)

Reading Assignment:

Faireclough, Adam, *To Redeem the Soul of America*, pp. 163 – 252.

Class Discussion

**Week Nine: Martin Luther King, Jr. and the Southern Christian Leadership Conference**  
(continued)

Related Films: *Eyes on the Prize: Awakenings, 1954-1956*  
*Eyes on the Prize: Fighting Back, 1957-1962*

Monday, October 18, 2010

Reading Assignment:

Faireclough, Adam, *To Redeem the Soul of America*, pp. 253 – 332.

Lecture: The Demand for Reform

Wednesday, October 20, 2010

Reading Assignment:

Morris, Aldon D., "Birmingham Confrontation Reconsidered: An Analysis of the Dynamics and Tactics of Mobilization," *American Sociological Review*, vol. 58 (October 1993), pp. 621 – 636.

**Group 4**

Friday, October 22, 2010 (Group 4)

Reading Assignment:

Faireclough, Adam, *To Redeem the Soul of America*, pp. 333 – 422.

Class Discussion

**Week Ten: The Student Movement and SNCC**

Related Films: *Eyes on the Prize: Ain't Scared of Your Jails, 1960-1961*  
*Eyes on the Prize: No Easy Walk, 1961-1963*  
*Eyes on the Prize: Mississippi: Is This America?, 1962-1964*  
*Eyes on the Prize: Bridge to Freedom, 1965*

Monday, October 25, 2010

Reading Assignment:

Cagin, Seth and Philip Dray, *We Are Not Afraid*, pp. xi – xxvi, 1 – 65.

Class Discussion

Wednesday, October 27, 2010

Reading Assignment:

Collins, James, "Taking the Lead: Dorothy Williams, NAACP Youth Councils, and Civil Rights Protests in Pittsburgh, 1961 – 1964," *Journal of African American History*, vol. 88, *The History of Black Student Activism* (Spring 2003), pp. 126 – 137.

**Group 1**

Friday, October 29, 2010 (Group 1)

Reading Assignment:

Cagin, Seth and Philip Dray, *We Are Not Afraid*, pp. 66 – 161.

Class Discussion

**Rough Drafts Due Groups 3 and 4**

## **Week Eleven: The Student Movement and SNCC**

Related Films: *Eyes on the Prize: Ain't Scared of Your Jails, 1960-1961*  
*Eyes on the Prize: No Easy Walk, 1961-1963*  
*Eyes on the Prize: Mississippi: Is This America?, 1962-1964*  
*Eyes on the Prize: Bridge to Freedom, 1965*

Monday, November 1, 2010

Reading Assignment:  
Cagin, Seth and Philip Dray, *We Are Not Afraid*, pp. 162 – 244.

Lecture: We Shall Overcome

Wednesday, November 3, 2010

Reading Assignment:  
Dailey, Jane, “Sex, Segregation, and the Sacred after Brown,” *Journal of American History*, vol. 91 (June 2004), pp. 119 – 144.

### **Group 3**

Friday, November 5, 2010 (Group 3)

Reading Assignment:  
Cagin, Seth and Philip Dray, *We Are Not Afraid*, pp. 245 – 335.

Class Discussion

## **Week Twelve: The Student Movement and SNCC**

Related Films: *Eyes on the Prize: Ain't Scared of Your Jails, 1960-1961*  
*Eyes on the Prize: No Easy Walk, 1961-1963*  
*Eyes on the Prize: Mississippi: Is This America?, 1962-1964*  
*Eyes on the Prize: Bridge to Freedom, 1965*

Monday, November 8, 2010

Reading Assignment:  
Cagin, Seth and Philip Dray, *We Are Not Afraid*, pp. 336 – 402.

Class Discussion

Wednesday, November 10, 2010

Reading Assignment:  
Wendt, Simon, “God, Gandhi, and Guns: The African American Freedom Struggle in Tuscaloosa, Alabama, 1964 – 1965,” *Journal of African American History*, vol. 89 (Winter 2004), pp. 36 – 56.

### **Group 2**

Friday, November 12, 2010 (Group 2)

Reading Assignment:

Cagin, Seth and Philip Dray, *We Are Not Afraid*, pp. 403 – 457.

Class Discussion

**Essay Due for Groups 3 and 4**

**Short Essay Due Groups 1 and 2**

**Week Thirteen: Black Power**

Related Films: *Eyes on the Prize: The Time Has Come, 1964-1966*  
*Eyes on the Prize: Two Societies, 1965-1968*  
*Eyes on the Prize: Power!, 1966-1968*  
*Eyes on the Prize: The Promised Land, 1967-1968*

Monday, November 15, 2010

Reading Assignment:

Van Deburg, *A New Day in Babylon*, pp. ix – x, 1 – 28.

Lecture: Black Power

Wednesday, November 17, 2010

Reading Assignment:

Tyson, Timothy B., “Robert F. Williams, ‘Black Power,’ and the Roots of the African American Freedom Struggle,” *Journal of American History*, vol. 85 (September 1998), pp. 540 – 570.

Friday, November 19, 2010 (Group 1)

Reading Assignment:

Van Deburg, *A New Day in Babylon*, pp. 29 – 62.

Class Discussion

**Week Fourteen: Black Power**

Related Films: *Eyes on the Prize: The Time Has Come, 1964-1966*  
*Eyes on the Prize: Two Societies, 1965-1968*  
*Eyes on the Prize: Power!, 1966-1968*  
*Eyes on the Prize: The Promised Land, 1967-1968*

Monday, November 22, 2010

Reading Assignment:

Van Deburg, *A New Day in Babylon*, pp. 63 – 111.

Class Discussion

Wednesday, November 24, 2010

Thanksgiving Break (No Class)

Reading Assignment:

Joseph, Peniel E., "Dashikis and Democracy: Black Studies, Student Activism, and the Black Power Movement," *Journal of African American History*, vol. 88, The History of Black Student Activism (Spring 2003), pp. 182 – 203.

Friday, November 26, 2009

Thanksgiving Break (No Class)

Reading Assignment:

Van Deburg, *A New Day in Babylon*, pp. 112 – 152.

**Week Fifteen: Black Power**

Related Films: *Eyes on the Prize: The Time Has Come, 1964-1966*  
*Eyes on the Prize: Two Societies, 1965-1968*  
*Eyes on the Prize: Power!, 1966-1968*  
*Eyes on the Prize: The Promised Land, 1967-1968*

Monday, November 29, 2010

Reading Assignment:

Van Deburg, *A New Day in Babylon*, pp. 152 – 191.

Lecture: Black Rebellion: Zenith and Decline

Wednesday, December 1, 2010

Reading Assignment:

Strain, Christopher, "Soul City, North Carolina: Black Power, Utopia, and the African American Dream," *Journal of African American History*, vol. 89 (Winter 2004), pp. 57 – 74.

Friday, December 3, 2010 (Group 2)

Reading Assignment:

Van Deburg, *A New Day in Babylon*, pp. 192 – 247.

Class Discussion

**Week Sixteen: Black Power**

Related Films: *Eyes on the Prize: The Time Has Come, 1964-1966*  
*Eyes on the Prize: Two Societies, 1965-1968*  
*Eyes on the Prize: Power!, 1966-1968*  
*Eyes on the Prize: The Promised Land, 1967-1968*

Monday, December 6, 2010

Reading Assignment:  
Van Deburg, *A New Day in Babylon*, pp. 248 – 291.

Class Discussion

Wednesday, December 8, 2010

Reading Assignment:  
Feldstein, Ruth, “‘I Don’t Trust You Anymore’: Nina Simone, Culture, and Black Activism in the 1960s,” *Journal of American History*, vol. 91 (March 2005), pp. 1349 – 1379.

Friday, December 10, 2009 (Group 4)

Reading Assignment:  
Van Deburg, *A New Day in Babylon*, pp. 291 – 308.

Class Discussion