

**Honors Seminar: The Civil Rights Domestic Study Program:
This is America: A Journey Through the U.S. Civil Rights Movement**

IDH3035-SECTION

COURSE SYLLABUS

Summer 2022



Instructor:	Trina Sander, Ed.D.	Dept.	Honors College
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Course Description

This course is designed as both a Global Learning and an interdisciplinary course. In this course, we will examine the events of the Civil Rights Movement and how it has shaped Black History in the past and today. The Civil Rights movement was a fight for social justice during the period of the 1950's and 1960's for African Americans to gain equal rights under the constitution. This summer course will serve as a general introduction to the pivotal events of the quest for Civil Rights in America and the influences that Black music had throughout that period. **The global perspective of the course** through the course lectures, required readings, films/short clips, class visitors, and discussions, students will acquire a better understanding of the historical development of the music of the Civil Rights Movement. Students will explore the Civil Rights Movement through the lens of African Americans and their allies during the 20th Century in the U.S., with

attention to racial inequality and how the Civil Rights Movement interacted with and changed the major political and social systems of this country.

Course Objectives (CO)

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

- CO1 Identify, describe and explain the significance of pivotal events, and outcomes of the Civil Rights Movement from the 1950's up until today.
- CO2 Describe a typical cycle of social movement activity, from emergence to mobilization through its peak and its decline, with illustrations from the Civil Rights Movement.
- CO3 Explain the importance of organizations, resources, and ideology to social movements, with illustrations from the Civil Rights Movement.
- CO 4 Describe the background of some persistent alternatives facing African American communities and their impact on the CRM, including integration of nonviolence vs. the consequences of meeting violence with force in self- defense scenarios.
- CLO 5 Reflect on historical site visits while engaging in the global community and participating in social networking and social change with a purpose, using creativity as an expression for change.

Global Learning Outcomes (GL)

- **GL1:** Demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **GL2:** Analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- **GL3:** Develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority.

Course Calendar

Some dates/times may be changed, if necessary, with advanced notice. The instructor reserves the right to make content and schedule changes as deemed necessary and appropriate at any time during the academic semester.

WEEK 1: Introduction

WEEK 2: Theoretical Grounding and Context. Students will explore the concept of “race” as a historically and socially constructed category and the concept of “white privilege” to provide the grounding necessary for contextualizing course content. They will examine the history of Reconstruction and the imposition of segregation and disfranchisement in the South through legal means in the late nineteenth/early twentieth century and the various philosophical and strategic responses from African American activists and ordinary people as an introduction to the various strands of black activism, including self-help/social work; labor activism; legal challenges; and black nationalism.

WEEK 3: Direct Action, Massive Resistance, and the South. Students will explore the so-called “classical phase” of the Civil Rights Movement, from *Brown v. Board of Education* through passage of the Voting Rights Act, as activists throughout the South garnered white allies through dramatic acts of nonviolent direct action to dismantle de jure segregation and disfranchisement. Discussion will include the philosophy of nonviolent direct action alongside self-defense efforts; conflict within Southern black communities; the role of Northern activists; and the movement’s tense and complicated relationship with federal authorities.

WEEK 4: Civil Rights, Black Power, and Labor. Students will examine activists’ efforts to achieve equal opportunity in the labor market. Discussion will include the passage and contested implementation of Title VII of the Civil Rights Act of 1964; activists’ various legislative, judicial, and protest strategies to achieve access to good jobs; the development of “affirmative action” for federal contractors; the role of Title VII in mobilizing African American and women of various races to challenge their economic exclusion; and opposition to/conflict over affirmative action.

WEEK 5: A Post-Racial Society? What were the legacies of the “Civil Rights Movement,” and what issues are antiracist activists tackling in the 21st century?

Students will examine both progress and continued racial disparities since the height of the movement in the 1970s. Discussion will include political battles over enforcement of civil rights laws/policies; the expansion of “civil rights” efforts to women and sexual minorities; and the ways in which racial politics have shaped debates over welfare reform, criminal justice, and immigration.

Week 6: The Music of the Civil Rights Movement and the map of the Civil Rights Domestic Travel journey. Students will prepare for the upcoming historic embarkment of the path of the Civil Rights movement and the Music of the Civil Rights Movement. We will explore the footsteps of leaders while traveling to Atlanta uncovering the history of Black music and them traveling to different locations in Alabama exploring the rich history of prejudicialness and acts of violence against African American during the fight for equality.

Week 7: Explore South Florida Historical Sites

Week 8: Traveling

Week 9: Traveling

Week 10: Student Projects. Students will work on their final projects for the course

Week 11: Student Projects. Students will present the results of their final projects

Most primary sources will be short (speeches, manifestoes, letters, judicial opinions, journalistic accounts, oral histories) and will be drawn from various readers and the web; many primary sources from the Civil Rights Movement have been digitized and area available on-line. In addition, students will read (in whole or in part):

- Stokely Carmichael and Charles V. Hamilton, *Black Power: The Politics of Liberation in America* (New York: Random House, 1967).
- Martin Luther King, Jr., *Where Do We Go From Here: Chaos or Community?* (New York: Harper & Row, 1967).
- Anne Moody, *Coming of Age In Mississippi* (New York: Dial Press, 1968).

Secondary sources: Students will read several historical monographs as well as articles from edited collections and peer-reviewed journals. Books will include:

- Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: New Press, 2012).
- Laurie B. Green, *Battling the Plantation Mentality: Memphis and the Black Freedom Struggle* (Chapel Hill: The University of North Carolina Press, 2007).
- Thomas F. Jackson, *From Civil Rights to Human Rights: Martin Luther King, Jr. and the Struggle for Economic Justice* (University of Pennsylvania Press, 2007).
- Robin D. G. Kelley, *Race Rebels: Culture, Politics, and the Black Working Class* (New York: The Free Press, 1994). o Robert Self, *American Babylon: Race and the Struggle for Postwar Oakland* (Princeton University Press, 2003).
- Komozi Woodard, *A Nation within a Nation: Amiri Baraka (LeRoi Jones) and Black Power Politics* (Chapel Hill, 1999).

Films: There are many documentaries that detail aspects of the Civil Rights Movement. The course will include excerpts from various documentaries to illustrate specific points and to give students a visual and aural feel for the history. Film clips will be drawn from documentaries including:

- *4 Little Girls* produced and directed by Spike Lee, 1997.
- *The Black Power Mixtape*, directed by Göran Hugo Olsson, produced by Anika Rogell, 2011.
- *Freedom on My Mind* produced and directed by Connie Field and Marilyn Mulford, Clarity Productions, California Newsreel, 1994.
- *Freedom Riders* produced and directed by Stanley Nelson, American Experience, 2010.
- *Negroes with Guns: Rob Williams and Black Power*, California Newsreel, directed by Sandra Dickson and Churchill Roberts, produced by the Documentary Institute, California Newsreel, 2005.
- *The Untold Story of Emmett Till* produced and directed by Keith Beauchamp, 2005.

COVID-19

As communicated to you from the time you registered in the program, all programs are contingent upon the COVID situation and FIU's decision. FIU continues to carefully monitor the public health situation for travel.

Please keep in mind that there is a possibility that the program will not be allowed to travel in the summer even once you've started taking the class. In that case, you will finish the course without the travel portion.

Communication to/from Students

- The pandemic has brought with it a great deal of uncertainty. Since we can't predict how the situation will change, it is important that we remain flexible and adaptable as circumstances evolve. I will keep everyone informed if/when changes to the course are needed.
 - Please keep in mind that some assignments may no longer be possible, some expectations may no longer be reasonable, and some objectives may no longer be valuable.
- I value frequent, open, honest communication with students. We will employ email, Canvas messaging, and as permitted, texts and group-chats to communicate with each other. All communication will remain appropriate, attuned to the needs of this course and your learning, and respect your privacy. If and when you choose to initiate contact with me, I will do my best to respond within 24 hours; please be patient with me, however, as I will be with you!
- I will also be posting announcements in our Canvas course when necessary (or every week. I will be happy to see you during my "Office Hours" or by appointment. Since we are operating in a virtual environment, meetings with you outside of class will occur via various electronic modes, such as phone calls or Zoom meetings.
- Since the preferred method of communication in the course is FIU email (or Canvas email), please let me know if you have any trouble accessing your FIU email account. I will do my best to respond to questions within 24-48 hours.
- If you have any questions about anything related to our course materials or requirements, please reach out to me as early as possible so that I can address your concerns and assist you through whatever situation you have.

- If you have any lingering questions after one of our virtual class meetings, I encourage you to reach out to me, the teaching assistant(s), or the learning assistant(s).

Mental Health and Wellbeing

- The global pandemic has changed our daily lives in unprecedented ways. It's understandable for us to experience fear and concern when facing immense change and adversity. To look for ways to cultivate calm and a clear perspective amidst the chaos, check out the [Guide to Well-Being During Coronavirus](#) from the University of California Berkeley's Greater Good Science Center.
 - Check out applications that include meditation, sleep, and movement exercises, such as [Headspace](#).
 - If you are interested in seeking support from a mental health professional, please call FIU's [Counseling & Psychological Services](#) at 305-348-2277 (MMC) or 305-919-5305 (BBC).
- Don't forget to take breaks while working on assignments and studying. Taking a break while going over the course material is important because it gives your brain time to rest and recover, which leads to boosts in everything from your productivity to your wellbeing.
- Nobody signed up for this! Know that we are all in this together, so let's prioritize supporting each other as humans, finding simple solutions that make sense, and sharing resources and communicating clearly

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UNIVERSITY AND HONORS COLLEGE POLICIES

You are expected to adhere to the [Academic Integrity Policy](#) of The Honors College and Florida International University

Grading Scale

This scale displays the minimum number of points that you need to earn for each letter grade.

<u>A</u>	<u>A-</u>	<u>B+</u>	<u>B</u>	<u>B-</u>	<u>C+</u>	<u>C</u>	<u>C-</u>	<u>D+</u>	<u>D</u>	<u>D-</u>	<u>F</u>
93	89	85	80	75	70	65	60	55	50	45	<45

Academic Honesty and Plagiarism

FIU Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Honors College Student Handbook.

Academic misconduct includes:

- *Cheating – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.*
- *Plagiarism – The use and appropriation of another’s work without any indication of the source, and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.*
- *Unacceptable behavior – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.*

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. *Please refer to the following documents for additional information:*

FIU Code of Academic Integrity – <http://www.fiu.edu/~dwyere/academicintegrity.html>

Disability Notice

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center (DRC), if you have not done so already.”

Religious Holidays

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.