

**HISTORY 5322**  
**COURSE SYLLABUS**  
*Seminar on the U.S. Civil Rights Movement*  
Spring 2014

Instructor: Dr. W. M. Dulaney, Department of History, Room 202 University Hall, 272-2861, Office Hours: 9:00 a.m. to 11 a.m., MTWRF; 5 p.m. - 6:30 p.m., R; or by appointment. Email: [Dulaney@uta.edu](mailto:Dulaney@uta.edu).

Required Course Texts:

Fairclough, *Better Day Coming: Blacks and Equality, 1890-2000*.

Anne Moody, *Coming of Age in Mississippi*.

Julius Tygiel, *Baseball's Great Experiment*.

Lawson and Payne, editors. *Debating the Civil Rights Movement, 1945-1968*. Second Edition

Deborah McGuire, *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*

Several recent historiographical articles that will be assigned in class.

Course Description: This is a seminar on the U. S. Civil Rights Movement that examines its historiography, interpretations, and history. The course examines the movement's development with emphasis on its legal and direct action strategies, and its significance in American and world history.

Course Objectives: The primary objective of this course is to teach students the historiography of the U.S. Civil Rights Movement and to assist them in producing a publishable paper using the primary resources available on the civil rights movement. The specific objectives of this course include:

- To provide students an understanding of the civil rights movement and its significance in American and world history.
- To introduce students to the most recent scholarship on the civil rights movement.
- To teach students how to identify, access, and use the primary sources on the civil rights movement.

Course Assignments: Each student will read all of the assigned course books and come to class prepared to discuss the reading assignments. Each student will write two course papers: one on the historiography of the civil rights movement and a second original research paper on a topic on the civil rights movement using primary and secondary sources. The historiography paper will be due on **March 27** and the research paper on **May 8**.

Course Format and Methods of Instruction: The instructor will primarily use the lecture-discussion format for the course. Classes will consist of four interpretive and topical lectures on issues and events related to the U.S. civil rights movement and its importance in American and world history. But most classes will consist of discussions of reading assignments and current events. This course is designed to maximize student interaction and discussion. Students will also write two course papers and discuss and present them in class.

Student Responsibilities: Class attendance is mandatory and students should not miss more than one class during the semester because each three-hour session is equal to three classes. Students who accumulate more than two absences will have their grades lowered one letter grade for each absence. Students are responsible for completing reading assignments for each class. Daily preparation is essential for this class; the instructor will assume that all students have completed reading assignments for class discussions. Students must also submit their course papers on the dates that they are due.

Grading: Class participation is important. Thus, class participation will make up 25% of the course grade. The first historiographical paper will make up 25% of the course grade, and the final 50% will consist of the completion of the course paper and its successful presentation in class.

## **Seminar on the U. S. Civil Rights Movement**

### Course Schedule

Jan. 16 – Course introduction and pre-test.

- Lecture: The Significance of the Civil Rights Movement in American History.
- Film: “Eyes on the Prize,” Part one.

Jan. 23 - Read and be prepared to discuss Fairclough, *Better Day Coming*, chs. 1-8.

- Lecture: Slavery: Its Interpretations, Defense, and Impact on American Race Relations.

Jan. 30 - Finish and be prepared to discuss Fairclough, chs. 9-15.

- Reconstruction: Its Interpretations, Defense, and Impact on American Race Relations.

Feb. 6 - Film: “Eyes on the Prize.”

Feb. 13 – Library Session. The Historiography of the Civil Rights Movement.

Read and be prepared to discuss: Jacquelyn Dowd Hall, “The Long Civil Rights Movement and the Political Uses of the Past,” *Journal of American History* 91 (March 2005): 1233-1263; Sundiata Keita Cha-Jua and Clarence Lang, “The ‘Long Movement’ as Vampire: Temporal and Spatial Fallacies in Recent Black Freedom Studies,” *Journal of African American History* 92 (Spring 2007): 265-288. John A. Kirk, “The Long and Short of It: New Perspectives on Civil Rights Studies,” *Journal of Contemporary History* 46 (April 2011): 425-436.

Feb. 20 – Read and be prepared to discuss: Lawson and Payne, *Debating the Civil Rights Movement*.

Feb. 27 – Read and be prepared to discuss Tygiel, *Baseball’s Great Experiment*.

- Research paper consultations.

Mar. 6 – Class meets at the UC Bluebonnet Room and Rosebud Theatre for the Walter Prescott Webb Memorial Lecture and dinner, featuring Dr. Marcus Rediker of the University of Pittsburgh.

Mar. 13 – No class: Spring Break.

Mar. 20 – Read and be prepared to discuss McGuire, *At the Dark End of the Street*.

Mar. 27 – First paper due! Read and be prepared to discuss Moody, *Coming of Age in Mississippi*.

**Friday, March 28, 2014 is the last day to drop the course with the grade of “W.”**

Apr. 3 – Research paper consultations.

Apr. 10 – Research on your own.

Apr. 17 – Research on your own.

Apr. 24 – Presentation of course papers. Submit first draft of research paper by email by April 20.

May 1 – Presentation of course papers. Submit first draft of research paper by email Submit first draft of research paper by April 27.

**The final course paper is due on Thursday, May 8.**

You may access and download this syllabus on my **Faculty Profile** page on the UTA website.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Academic Integrity** There is *no tolerance* for *plagiarism* in this course! Please note the University's definition of **plagiarism**: *the unacknowledged incorporation of the work of another in work that is offered for credit*. This includes copying work from books, journal, newspaper or magazine articles, internet websites, as well as the work of other students. Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the Honor Code as part of an examination or requiring students to incorporate the Honor Code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking their inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**ADA Statement:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of his or her need for accommodation and in providing

authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall or call them at (817) 272-3364.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the stairwell to the right after exiting the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

## **HISTORY 5322**

### **GUIDELINES FOR COURSE RESEARCH PAPERS**

Spring 2014

Dr. W. M. Dulaney

You will write two papers for this course. Your first paper will be an analysis of the historiography of the civil rights movement. That is, you will choose an area or topic on the civil rights movement and analyze, critique, and assess the historical writing on it. Essentially, you will be writing a historiographical essay. The instructor will provide you more instructions and directions on the historiography paper in class. In advance of his instructional lecture, you can begin to consider topics that address the historiography of the civil rights movement in the following areas:

biographies and autobiographies    women in the civil rights movement    local or state studies

legal cases (e.g. *Plessy*) the desegregation of education the voting rights campaign legislative acts  
the desegregation of higher education the desegregation of public facilities leaders organizations  
the Mexican American civil rights movement specific civil rights campaigns (e.g. the sit-ins)

Your historiography paper should consist of no less than five and no more than ten, typed pages. It should include an analysis of at least three to five books and three to five journal articles. You may use other sources in your historiography essay, but do not use any book reviews. Document your paper by using endnotes with the appropriate citation style as outlined below.

Your second paper should relate to your first paper. That is, after you have chosen an area or topic on the civil rights movement that interests you for your first paper, then you should proceed to research and analyze the topic, subject, or area of your first paper by completing original research and writing a paper on it. Your second paper should use both primary and secondary sources. As you will find, the secondary sources on various topics, subjects, and areas related to the civil rights movement are very rich. The manuscript (primary) sources are much more limited, but there are some very good collections in the area. For example, you may find some of the following manuscript collections useful:

Dallas Negro Chamber of Commerce Collection William Blair Collection  
Juanita Craft Collection Reby Carey Collection  
Dallas Urban League Collection  
Texas Labor Archives – UTA Special Collections  
Texas Political History Collection – UTA Special Collections  
Papers of the NAACP

A UTA librarian will present a workshop on resources at the Library that will provide you information on some of the manuscript collections available at the UTA Library and how you can use the Library to support the completion of your paper.

Your course research paper should be fifteen to twenty-five pages. You should document it using endnotes with the appropriate citation style as outlined below.

Do not waste time! Start thinking and preparing to write your research paper today. Writing a research paper requires a lot of time, discipline, and a commitment to completing it. If you stumble along the way (that is, fail to complete some of the steps that I will outline in class in regard to developing a bibliography, taking notes on sources, and writing a first draft), you will not be able to recover in time in order to complete the paper. Please start your research paper as soon as possible! This is a learning experience, so the instructor will always be available to assist you.

## **HISTORY 5322 STYLE SHEET**

Dr. W. Marvin Dulaney

Department of History

General Guidelines: All research papers for this course should be typed and double spaced. The margins on each sheet of paper should be one inch on the top, bottom, and right and left sides of the paper. Number each page of your paper.

### **Tips on Style**

1. Avoid the use of the passive voice. For example:

Passive: The book was written by John.

Active: John wrote the book.

2. In sentences, as a general rule, put the time clause first.  
For example: “In 1887, the city of New York passed a civil service law.”
3. Use past tense when writing about past events or ideas advanced in the past.  
Examples: “Despite his overconfidence, Napoleon and his army win the battle of Austerlitz.”  
Better: “Despite his overconfidence, Napoleon and his army won the battle of Austerlitz.”
4. Avoid starting a sentence with “however,” except when “however” is used as a preposition.  
Examples: “However, he did feel that politics would rule the day.” (incorrect usage)  
“However simple this may seem . . . .” (correct usage)
5. Put proper names toward the beginning of sentences.  
Examples: “When he came to Chicago Clarence Darrow was already trained as a lawyer.”  
“When Clarence Darrow came to Chicago he was already trained as a lawyer.” (correct usage)
6. When referring to groups, use singular verbs and relative pronouns.  
Examples: “When the community voted, they voted for the Democrat.” (incorrect usage)  
“The board renders its decision today.” (correct usage)
7. Write out numbers up to ninety-nine except in sequence.  
For example: “John had forty-seven votes, but his opponent had 131.”
8. Even at the cost of repetition, avoid circumlocutions.  
For example: “Sinclair Lewis said . . . Lewis wrote . . . Lewis felt . . . .” is preferable to:  
“Lewis . . . the Minnesota writer believed . . . the Pulitzer Prize winner stated . . . .”
9. Avoid the use of contractions.  
For example, avoid: “Dr. King couldn’t deny . . . .” Use: “Dr. King could not deny . . . .”
10. Avoid splitting words at the end of a page.
11. Avoid the use of personal pronouns in historical writing (I, my, me), unless you are writing an essay requiring your opinion.
12. Group footnotes (endnotes) at the end of each chapter or at the end of your paper.
13. Avoid loc.sit. and op.cit. Use Ibid., when there is no intervening reference between a work first cited and a second citation of the same work.
14. Avoid jargon, colloquial expressions, popular slang and email and text messaging symbols in your writing.
15. Spell words correctly. Keep a dictionary and a thesaurus on hand whenever you are writing. Despite the fact that we live in a world of word processors with spell and grammar check programs, such programs still are subject to “GIGO.” But there is no excuse for submitting any document, paper, or assignment with misspelled words. Always proofread your writing for spelling as well as for grammar errors.
16. Be sure that you know the correct usage of: “its” and “it’s;” “they’re,” “their,” and “there;” “your” and

“you’re;” “passed” and “past;” “vane,” “vein,” and “vain;” “principle” and “principal;” “site” and “cite;” and other tricky homonyms.

17. For dates, use: “1950s,” “1960s,” and “1970s;” not “1950’s,” “1960’s” and “1970’s.” Do not use the apostrophe ‘s’ with dates.

18. Please note (as shown above): commas and periods go inside of quotation marks.

For further information on style, see the following valuable references:

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*. Eighth Edition. Chicago: The University of Chicago Press, 2013. The Turabian or “Chicago Style Citation” guide is also available on line at: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

William Strunk and E. B. White, *The Elements of Style*. New York: Longman, 1999.

### **Footnotes or Endnotes**

As a general rule, you should cite quotations, ideas and information from another source, published or unpublished, in a footnote or endnote. As a rule, you should always cite direct quotations from a source in a footnote or endnote. When you paraphrase material from a source, you can cite it in an endnote right after you use the material in your paper, or at the end of the paragraph where you have paraphrased the material. You can also cite several sources in one footnote or endnote.

### **Sample Footnotes or Endnotes**

#### Books:

<sup>1</sup>W. E. B. DuBois, *The Souls of Black Folk* (New York: Ballantine Books, 1903), 101-107.

<sup>2</sup>Sinclair Lewis, *Arrowsmith* (New York: Random House, 1926), 161.

<sup>3</sup>Ibid.

<sup>4</sup>DuBois, 210-219.

#### Journal Articles:

<sup>5</sup>Walter Rodney, “Slavery on the Upper Guinea Coast,” *Journal of African History* 10 (Winter 1969): 323-333.

<sup>6</sup>Lewis, 129.

<sup>7</sup>Rodney, 325.

<sup>8</sup>Basil Davidson, “The African Genius,” *African Historical Review* 12 (1965): 120-144.

#### Magazine Articles:

<sup>9</sup>“Ghana’s Chief Crop,” *Africa Today*, June, 1980, p. 25.

<sup>10</sup>Katti Gray, “The Frontline States,” *Newsweek*, June 10, 1987, p. 23.

Theses or dissertations:

<sup>11</sup>Manu Dibongo, "Stanley on the Congo River: A Study," (Ph. D. dissertation, Harvard University, 1985), 234.

<sup>12</sup>"Ghana's Chief Crop," p. 26.

<sup>13</sup>James Alkebulan, "Kwame Nkrumah and Pan Africanism," (Master's thesis, Howard University, 1988), 219-232.

<sup>14</sup>Dibongo, 221.

Government documents:

<sup>15</sup>*U.S. Statutes at Large*, vol. 43, pt. 2 (December 1923-March 1925), "Naval Armament Limitation Treaty," 26 February 1924.

<sup>16</sup>U. S. Congress, Senate, Senator Kennedy speaking for Senate Bill 1, 89th Congress, 1<sup>st</sup> session, 14 November 1965, *Congressional Record* 102: 6522.

<sup>17</sup>Gray, 24-25.

Newspapers:

<sup>18</sup>*New York Times*, December 1, 1991.

<sup>19</sup>*Ibid.*

<sup>20</sup>*Pittsburgh Courier*, January 22, 1945.

Informational:

<sup>21</sup>The best expression of this viewpoint is that of DuBois. See W. E. B. DuBois, *Darkwater: Voices from Within the Veil* (New York: Knopf, 1920), 121-125.

<sup>22</sup>I have discussed this information in Chapter II, p. 23.

<sup>23</sup>DuBois, *The Souls of Black Folk*, 195.

<sup>24</sup>*Ibid.*

<sup>25</sup>DuBois was always consistent in his support of Pan Africanism. See DuBois, *Darkwater*, 127.

More than one source:

<sup>26</sup>George Padmore, *Pan-Africanism or Communism* (London: Oxford University Press, 1959), 155; Martin R. Delany, *The Condition, Elevation, Emigration and Destiny of the Colored People of the United States* (Boston: Colored American Press, 1854), 55-74; Carter G. Woodson, "Emigration and Exodus Movements

Among Negroes, 1879-1895,” *Journal of Negro History* 5 (1919): 222-227; Kenneth M. Hamilton, “Boley, Oklahoma: A Black Nationalist Town,” *The Journal of Black Studies* 22 (Fall 1980): 450; *Chicago Tribune*, May 5, 1901.

<sup>27</sup>Delany, 23; Woodson, 225; Gray, 29.

<sup>28</sup>DuBois, *Darkwater*, 122; *Chicago Defender*, June 10, 1917; Dibongo, 129.

Manuscript collections (primary sources; please note that the citation style will vary):

<sup>29</sup>Septima P. Clark to Martin Luther King, April 22, 1963, Correspondence, Box 2, Folder 15, Septima Poinsett Clark Collection, Avery Research Center for African American History and Culture, College of Charleston, Charleston, South Carolina.

<sup>30</sup>“Support the NAACP,” undated flyer, Box 10, Folder 11, Dallas Negro Chamber of Commerce Collection, Dallas Public Library, Dallas, Texas.

<sup>31</sup>Walter White to Juanita Craft, February 3, 1951, The Papers of the NAACP: The Voting Rights Campaign, Reel 11.

<sup>32</sup>Clark to King, May 2, 1963, Clark Collection.

## Sample Bibliography Citations

Manuscript Collections (primary sources)

Joseph A. Towles Collection. Avery Research Center for African American History and Culture, College of Charleston, Charleston, South Carolina.

Books:

DuBois, W. E. B. *The Souls of Black Folk*. New York: Ballantine Books, 1903.

Lewis, Sinclair. *Arrowsmith*. New York: Random House, 1926.

Journal Articles:

Davidson, Basil. “The African Genius.” *African Historical Review* 12 (1965): 120-144.

Rodney, Walter. “Slavery on the Upper Guinea Coast.” *Journal of African History* 10 (Winter 1969): 323-355.

Magazines:

“Ghana’s Chief Crop.” *Africa Today*, June, 1980, pp. 25-30.

Gray, Katti. “The Front Line States.” *Newsweek*, June 10, 1987, pp. 23-27.

Theses, Dissertations, and other unpublished materials:

Dibongo, Manu. “Stanley on the Congo River: A Study.” Ph. D. Dissertation, Harvard University, 1985.