

**HISTORY 5363**  
**COURSE SYLLABUS**  
*Colloquium on the U. S. Civil Rights Movement*  
Spring 2016

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

Required Course Texts:

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

Anne Moody, *Coming of Age in Mississippi*.

Julius Tygiel, *Baseball's Great Experiment: Jackie Robinson and His Legacy*.

Cheryl Wattle, *A Step toward Brown v. Board of Education: Ada Lois Sipuel Fisher and Her Fight to End Segregation*.

Will Guzman, *Civil Rights in the Texas Borderlands: Dr. Lawrence A. Nixon and Black Activism*.

Brian Behnken, *Fighting Their Own Battles: Mexican Americans, African Americans, and the Struggle for Civil Rights in Texas*.

Cynthia Orozco, *No Mexicans, Women or Dogs Allowed: The Rise of the Mexican American Civil Rights Movement*.

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*.

Bob Zellner, *The Wrong Side of Murder Creek: A White Southerner in the Freedom Movement*.

Several recent historiographical articles that will be assigned in class.

Course Description: This is a colloquium 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 writing book reviews and essays in the field of History. 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 write concise and analytical book reviews and historiographical essays.

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 reviews of 3-5 pages of eight (8) of the assigned books for the class and a final historiographical essay of 10-15 pages on the civil rights movement.

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 the reading assignments as well as current events related to the history of the American civil rights movement. This course is designed to maximize student interaction and discussion.

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: Each book review will make up 10% (a total of 80%) of the final course grade. The final historiographical paper will make up 20% of the final course grade. .

## **Colloquium on the American Civil Rights Movement**

### Course Schedule

Jan. 20 – Course introduction and pre-test.

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

Jan. 27 - Read and be prepared to discuss Fairclough, *Better Day Coming*, chs. 1-9.

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

Feb. 3 – Read Fairclough, chs. 10-15.

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

Feb. 10 – The Historiography of the Civil Rights Movement

Film: “Eyes on the Prize.”

Feb. 17 – Read Orozco, *No Mexicans, Women or Dogs Allowed*.

Feb. 24 – Read Wattley, *A Step Toward Brown*.

- Attorney Cheryl Wattley will discuss *A Step Toward Brown*.

Mar. 3 – Read Tygiel, *Baseball’s Great Experiment*.

Mar. 10 – No Class.

Mar. 17 – No Class.

Mar. 24 – Read Guzman, *Civil Rights in the Texas Borderlands*.

- Dr. Will Guzman will discuss *Civil Rights in the Texas Borderlands*.

Apr. 6 – Read McGuire, *At the Dark End of the Street*.

Apr. 13 – Read Moody, *Coming of Age in Mississippi*.

**Friday, April 1, 2016 is the last day to drop the course with the grade of “W.”**

Apr. 20 – Read Zellner, *The Wrong Side of Murder Creek*.

Apr. 27– Read, Behnken, *Fighting Their Own Battles*.

May 4 – TBA.

## **The final course paper is due on Thursday, May 11.**

You may access and download this syllabus on my **Faculty Profile/Mentis** 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://wweb.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. There are two stairwell exits on the southside and opposite ends of the building. 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.

**HIST 5363**  
**Spring 2016**  
**Guidelines for Course Book Reviews**

Dr. W. M. Dulaney

Department of History

Each student enrolled in HIST 5363 will write reviews of eight of the books assigned for the assigned for the course.

Each book review must consist of no less than three (not 2 ½ or 2 ¾!) and no more than five, typed pages and it should address the following questions and use the following format.

**Questions that you must answer in your review:**

- a. Who is/are the author(s)?
- b. What is the thesis of the book? Why did the author(s) write the book? What is/are the author(s) trying to prove?
- c. What does the book contribute to the historiography of the civil rights movement? Examples?
- d. What is your opinion of the book? Why do you like or dislike the book?

Remember, you are writing a book review and not a book report. Do not spend too much time and space retelling what the author has presented in his/her book. You should identify the author's thesis (usually in the preface or in the first chapter), summarize the main points that the author(s) makes, provide at least five (5) examples of the evidence that the author uses to prove his/her point, and then give your opinion of whether the author succeeds in proving his or her thesis sufficiently. Be sure to review the whole book and not just the first few chapters of it!

**Style and format of your book review:** Do not use plastic covers or fancy folders. Do not use a title page. Type your paper, double space it, and use a one inch margin on both sides, top and bottom of each page. There should be only two spaces between each paragraph of your paper; NOT three spaces or four spaces! Place page numbers on the bottom center of each page. Place your name on the upper right hand corner of each page of your paper. Start your writing on the first page of your paper after you have cited the author's name(s), the title of the book, the city where it was published, the name of the publisher or publishing company, and date of its publication. The first page heading of your review should appear as the example below:

Your Name

Orozco, Cynthia E. *No Mexicans, Women or Dogs Allowed: The Rise of the Mexican American Civil Rights Movement*. Austin: University of Texas Press, 2009.

Begin the text of your review four single spaces below this bibliographic heading.

**Additional notes:** Be sure that you follow the guidelines as they are given here. Your book reviews will be graded for spelling, grammar, organization, format and content. ***Each book review is due on the Friday after the book has been discussed in class.***

The instructor has developed a Blackboard site for the course. Students will be able to access all course handouts, announcements and study guides from the site. In addition, students will submit all of the assigned book reviews and the historiography paper through **Safe Assign on Blackboard**.

**HISTORY 5363**  
**STYLE SHEET FOR BOOK REVIEWS AND HISTORIOGRAPHY PAPERS**

Dr. W. Marvin Dulaney

Department of History

General Guidelines: All book reviews and the historiography paper 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.

## **Correcting Common Writing Mistakes (deliberately repetitious in some cases)**

1. Place commas and periods inside quotation marks.
2. Underline, bold or italicize titles of books, journals and other publications. (E. g. – *The Souls of Black Folk*, *Journal of American History*, *Up from Slavery*)
3. Use past tense.
4. Be consistent in your usage of names and terms. Which is correct: Dubois DuBois duBois Du Bois? Of course, always use the *correct* term or spelling.
5. Which is correct: “Negros” “negro” “Negroes” “Blacks” “blacks” “African Americans” “jews” “Jews” “Germans” “germans” “latinos” “Latinos” ?
6. Do not use extra spaces between paragraphs. Set the spacing between paragraphs to only two spaces, not three! MS Word 2010 automatically adds an extra space; remove it!
7. Then, indent the first sentence at the beginning of each paragraph.
8. Be sure that you know the difference between a novel (fiction) and a nonfiction book.
9. 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 processing programs 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.
10. **Homonyms.** 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;” “since” and “sense;” “led” and “lead;” and other tricky homonyms. You should definitely know the difference between “where” and “were.”
11. For dates, use: “1950s,” “1960s,” and “1970s;” not “1950’s,” “1960’s” and “1970’s.” Do not use an apostrophe ‘s’ with dates.
12. **PROOFREAD! PROOFREAD! PROOFREAD! PROOFREAD! PROOFREAD!**

Numbers: 1-99 should be written out, but numbers over ninety-nine should be used as numbers: 101, 1,000, 9,445.

20th century = twentieth century; 19th century = nineteenth century, Also, 1600-1699 = seventeenth century, 1800-1899 = the nineteenth century and 1900-1999 = the twentieth century.

Proper names such as “Negro” and “Negroes,” “Germans,” “Jews” and “Italians” should be capitalized. But “blacks” and “whites” are usually lower-cased words.

*Italicize*, use **bold** letters, or underline, titles of books, journals, magazines and newspapers.

Italicize court cases like *Plessy v. Ferguson* and *Dred Scott v. Sanford*.

Use past tense rather than the conditional tense (Writing that: She “would” do something, when she has already done it.) “He would sign the bill in 1963.” No: “He signed the bill in 1963.”

When writing about historical figures, use their last names “DuBois stated,” not “William stated.” “Moody wrote,” not “Ann wrote.”

Know these symbols: **awk** = awkward sentence, **RO** = run on sentence, **sp** = misspelled word, **Format** = incorrect format **frag** = sentence fragment **dj** = disjointed paragraph