LDS 102.29 Undergraduate College Seminar:
Arts, Culture, and Humanities - Spring 2014

Social Justice and Civil Rights Leadership in American History

**Time:** Wednesday 10:00AM-10:53AM  
**Location:** Melville Library S141OD
Spring 2014  
Professor Robert T. Chase  
Tuesday 10:00-11:00 AM  
Office: Room 339  
Office Hours: Tuesdays 11 AM - 12 PM  
Wednesdays 12-2 PM or by appointment

**e-mail:** robert.chase@stonybrook.edu

**Description:** This course will introduce students to new directions in the study of twentieth century civil rights, while also preparing them to consider new historical directions of their own. Few moments in American history summoned up both great leaders and a moment when traditional notions of “leadership” was questioned and new ideas concerning leadership and organization from “the bottom-up” was offered as a social and political alternative. To explore this momentous phase of American history, this course will define "social justice" broadly by introducing students to the latest scholarship on the Civil Right Movement, particularly recent articles and monographs that consider the ways in which the Civil Rights Movement shaped conceptions of national identity, public memory, culture, sexuality, and gender. In addition to learning some of the latest historiographic approaches to the study of the Civil Rights Movement, students will learn particular historical skills: how to differentiate between primary and secondary sources; how to identify and critique arguments in secondary works; how to read and analyze texts; how to create a historical argument and interpretation using primary evidence; and how to present that argument in a clear and coherent historical prose.

**Learning Outcomes**
1. Develop an understanding of the "top down" and "bottom up" approaches to the studies of civil rights and social justice movements, and how adopting each of these perspectives changes the assessment of the movement.

2. Understand the concept "social justice" and how it challenges racial, social, gender, and income inequalities.

3. Develop the ability to "think historically" and critically about social justice movements and American systems of racial oppression.
COURSE GOALS

- Improve critical thinking by developing evaluative, problem-solving, and expressive skills.
- Enhance group communication skills through discussions, small-group work, presentations or debates.
- Develop intellectual curiosity and better understand the role of a student in an academic community.

COURSE REQUIREMENTS

1. *Spring Commons Day* - All students in a Freshman 102 Seminar are required to attend a Spring Commons Day Event on Wednesday, March 26, 2014. For more information about this day visit: http://ucolleges.stonybrook.edu/spring-commons-day
2. *Computer use:* Students are expected to regularly check Blackboard and their e-mail account for information and correspondence with the instructor and Undergraduate Colleges.

EVALUATION AND GRADING PROCEDURES

Each Freshman 102 Seminar is a 1-credit course. Students may receive a grade between A-C or a U (Unsatisfactory).

ACADEMIC INTEGRITY

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

AMERICANS WITH DISABILITIES ACT

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

CRITICAL INCIDENT MANAGEMENT
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

**COURSE EVALUATIONS**

Each semester Stony Brook University asks students to provide feedback on their courses and instructors through an online course evaluation system. The course evaluation results are used by the individual faculty, department chairs and deans to help the faculty enhance their teaching skills and are used as part of the personnel decision for faculty promotion and tenure.

Stony Brook contracts with an outside vendor to administer the surveys and all results are completely anonymous. No individually identifiable data are ever reported back to the university or instructor. Students who have completed previous evaluations can view all faculty ratings at: [tlt.stonybrook.edu/evaluate](http://tlt.stonybrook.edu/evaluate)

**Course Readings**

   2. *The Eyes on the Prize Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle*, Clayborne Carson (Editor), David J. Garrow (Editor), Gerald Gill (Editor), Vincent Harding (Editor), Darlene Clark Hine (Editor)  
   3. *Many Minds, One Heart: SNCC's Dream for a New America*, Wesley C. Hogan

**Course Policies**

**NO LATE ARRIVALS:** In this class, you must arrive on-time. Coming late to class is a distraction to the entire class and to my lectures. You may **NOT** come late.

**LECTURE RULES:** Leaving during lecture, even to use the restroom, is distracting from your fellow students and our discussion. The doors bang and it causes too much distraction. Unless you have a legitimate medical issue, remain in your seats for the entirety of the lecture/discussion. We will have a mid-class 5-10 minute break during every meeting.

**NO CELL PHONES or TEXTING IN CLASS.** Stay home if you just want to text.
Office Hours: I will hold office hours every day that we meet for class. Students are encouraged to visit and discuss the readings, grading, and any problems that may arise.

Plagiarism: Academic dishonesty will not be tolerated. Students should familiarize themselves with the SUNY Stonybrook guidelines concerning plagiarism and academic dishonesty. For a research and writing class, plagiarism will be the highest offense.

Incompletes: Course incompletes are discouraged and will be offered only in cases of extreme need, accompanied by proof that the student is unable to meet the course’s requirements.

Americans with Disabilities Act: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, 128 ECC (Educational Communications Center) Building, (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information is confidential. Students who might require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Services.

Assignments, Evaluation and Grading: The evaluation of student performance will be based on the following assignments:

**Grade Distribution**

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<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Discussion</td>
<td>20%</td>
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<tr>
<td>Leading Class Discussion</td>
<td>15%</td>
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<tr>
<td>Critical Reaction Essay</td>
<td>25%</td>
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<tr>
<td>Final Paper/Project</td>
<td>40%</td>
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1. **Class Discussion (20% of total grade):** Keeping up with the weekly reading assignment and engaged class participation through class dialogue is essential to this course. Together, we will create a vibrant environment of dialogue and exchange that must include everyone in the classroom. Failure to engage in our mutual dialogue will not only hurt a significant proportion of your grade, but it will also detract from the learning process for both you and your fellow peers.

2. **Leading Discussion (15% of total grade):** So that we can learn from one another, each of you will be required to lead one seminar discussion during the course of the semester. At the beginning of the semester, you will select one of the weekly readings so that you can serve as our lead discussant. Each class session will be led by a group of no more than four students who work collaboratively to form questions and lead discussion. Rather than a formal “presentation,” you will be asked to facilitate that week’s discussion by:
   a. Providing a short overview of the weekly topic and how all the readings assisted/complicated your understanding.
b. Formulating a series of questions (about 4-5) on the set of readings to generate a class discussion on the topic. Avoid simplistic questioning of facts. Rather, address the large issues of argument, evidence, and how the reading changes or complicates your understanding of the topic. These questions **MUST** be emailed or given to me THREE DAYS prior to your seminar discussion. I will provide copies to the class so that we may discuss.

3. **Critical Reaction Essay (25% of total grade):** There will be one critical review essay that (3-4 pages each, worth 25%) analyzes the course readings for a specific topic. At the beginning of the course, you will pick one of the week’s readings and write your paper in reaction to that week’s readings, including both primary and secondary sources.

    These critical review essays must provide:

    **A. Brief summary:** Summarize the authors’ main arguments by asking yourself what question the author is attempting to address, but do so without simply providing a “book report.” The aim here is to reflect on the author’s central argument, and then consider your book alongside other course readings and films and offer the reader a unifying or conflicting theme. You can pose this theme as a question or challenge to the literature of prisons and show the reader how this book advances the historiography or poses a larger question for the literature under review. The best papers will pick themes to discuss in the book and then relate those themes to other course readings and/or documentaries.

    **B. Works’ Contributions:** Explain how the works contribute to your broader understanding of the course topic.

    **C. Your Evaluation:** Provide your evaluation of the works’ strengths and weaknesses by assessing the authors’ evidence and reasoning.

    **D. Consider the book in context of the course themes-civil rights and social justice in American history.**

4. **Final paper-Final Project (final paper 40%):** You may either select one of the course themes and write a 6-8 page paper on civil rights and social justice or you may engage in a collaborative presentation. You can conduct a final project as an in-class presentation with a brief written narrative of 2-3 pages instead that you can do collaboratively with other students. During the last day of class, we will have these in-class presentations. Each of these presentations can be on some specific civil rights campaign during the 1950s through 1960s, or it may be on the ways in which a more modern social justice movement, such as environmentalism, The Occupy Wall Street Movement, or perhaps the struggle to end Stop and Frisk and mass incarceration drew on traditions of the civil rights movement even as they forged tactics and goals all their own. I will have a study guide sheet prepared on the presentations, which can be done in powerpoint and will be presented at the end of the semester.

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<tr>
<th>Grading Scale</th>
<th>Percentage</th>
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<tr>
<td>A: 94-100</td>
<td>A-: 90-93</td>
</tr>
<tr>
<td>B+: 87-89</td>
<td>B: 84-86</td>
</tr>
<tr>
<td>C+: 77-79</td>
<td>C: 74-77</td>
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Grading Standards

A – “Excellent” work significantly exceeds minimum specifications for the assignment. It has no factual errors and only minor grammatical errors. It engages the material, shows evidence of critical thinking, and has a strong overall thesis. There is clear and detailed evidence to support all points of the argument. All necessary citation is present.

B – “Above average” work exceeds minimum specifications for the assignment. There are only very minor factual errors if any and may be some (very few) grammatical errors. The paper shows insight into the topic and evidence of engagement with the material—i.e. evidence of critical thinking. It has a clear thesis; however one of the supporting points may be weak. All necessary citation is present.

C - “Average” work is simply meets minimum specifications for an assignment and does not show any extra effort or insight. Such work may have lots of errors in grammar and some errors in fact but not enough errors to make the entire essay unreadable or invalid. There is either no overall argument or a weak thesis and only basic or weak evidence to back up the points (an example would be only using evidence from class discussion rather than looking for other examples in the assigned reading). Some citations are missing or inaccurate.

Jan 29 Introduction

Feb 5 What are civil rights? How does that apply to leadership?

Reading Assignment:
1. Steven F. Lawson, “Debating the Civil Rights Movement: The View from the Nation,” Debating the Civil Rights Movement, 3-46

Feb 12 Mobilizing and Organizing: Nonviolence

Reading Assignment
1. The Eyes on the Prize Civil Rights Reader, Chapter One: Awakenings (1954-1956)

2. Wesley Hogan, Many Minds, One Heart
   Chapter 1. The Nonviolent Anvil

Feb 19 Presidents and Civil Rights

Primary Documents
1. Chapter 1, The View from the Nation Chapter 1: Excerpt from To Secure These Rights: The Report of the President's Committee on Civil Rights (1947)
2. Chapter 3: Dwight D. Eisenhower's Radio and Television Address to the American People on the Situation in Little Rock (September 24, 1957)
3. Chapter 7: John F. Kennedy's Radio and Television Report to the American People on Civil Rights (June 11, 1963)

Feb 26  The View from the Ground-Up

Reading Assignment:
   1. Charles M. Payne, “Debating the Civil Rights Movement: The View from the Trenches,” 115-155

March 5  Organizing and Mobilizing: Voices of the Civil Rights Movement

1. Eyes on the Prize, Chapter One, Awakenings
2. Many Minds, One Heart, Chapter 1

Primary Sources
1. Ella J. Baker's Bigger Than a Hamburger (June 1960)
2. Chapter 17: An Interview with Eldridge Steptoe
3. Chapter 18: "This Transformation of People": An Interview with Bob Moses
4. Chapter 19: An Interview with Mrs. Fannie Lou Hamer Selected Readings

March 12  Gender, Sexuality, and Civil Rights


March 18  SPRING BREAK

March 26  Militant Nonviolence

1. Eyes on the Prize, Chapter 3, Ain't Scared of Your Jails (1960-1961)
2. Many Minds, One Heart, Chapter 2 and 3
3. Chapter 5: Memorandum to Mr. Belmont from A. Rosen Concerning the Racial Situation in Albany, Georgia (January 17, 1963)

April 2  Confronting Racism Nationwide

1. Many Minds, Chapter 4 and 5

Apr 7  The Delta of Racism: Mississippi
1. Many Minds, 7
2. Eyes on the Prize, Mississippi, Is this America?, Chapter 5

Apr 16  “I Question America” The Politics of the Civil Rights Movement
1. Many Minds, Chapter 8
2. Eyes on the Prize, Bridge to Freedom, Chapter 6

Apr 23  Black Power in the African American Freedom Struggle
1. Many Minds, Chapter 9
2. Eyes on the Prize, Power!, Chapter 9

Apr 30  Legacy of the Civil Rights Movement and Social Justice in our Time
1. Many Minds, Chapter 10 and 11
2. Eyes on the Prize, Chapter 11

May 7  IN-CLASS PRESENTATIONS