

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

KC POU SEP 27 2016 4:32

Department: History, Philosophy, and Political Science Date: 9/15/2016

Title Of Course Or Degree: HIS XXXX: History of the U.S. Civil Rights Movement and the Movements it Inspired

Change(s) Initiated: (Please check)

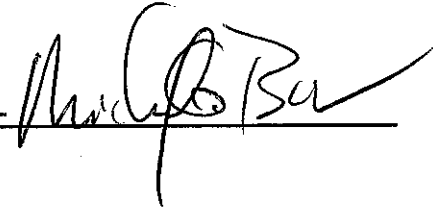
- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| | <input checked="" type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input checked="" type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |

Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 9/15/16 Signature, Committee Chairperson: 

I have reviewed the attached material/proposal
Signature, Department Chairperson: 

**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

NEW COURSE PROPOSAL FORM

- 1. DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT):**

HIS XXX-"Civil Rights and Related Movements"

- 2. DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?**

- Life and Physical Science
 Math and Quantitative Reasoning
 A. World Cultures and Global Issues
 B. U.S. Experience in its Diversity
 C. Creative Expression
 D. Individual and Society
 E. Scientific World

IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.

- 3. DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET:**

The proposed course fits Pathways criteria for "The U.S. Experience in Its Diversity" and thus, if approved as a permanent course, would be a general education course with transferability throughout CUNY. Queens College offers a similar course, "1964: Politics, Culture, and Society," and Brooklyn College offers "American Dreams and Realities." This suggests they would grant transfer credit for the proposed course. LaGuardia Community College covers similar material on social activism in courses on "Afro-American History" and the "History of Minorities."

- 4. BULLETIN DESCRIPTION OF COURSE:**

This introductory course examines the 20th century struggle to include African Americans as full citizens and highlights the civil rights movement's influence on Black Power, the Chicano movement, the United Farmworkers Movement, the American Indian movement, the women's movement, and the LGBT movement in the U.S., as well as international movements.

- 5. CREDITS AND HOURS* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):**

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input checked="" type="checkbox"/> 3 hours lecture

	<input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab
Explanation: _____	

***Hours are hours per week in a typical 12-week semester**

6. NUMBER OF EQUATED CREDITS IN ITEM #5--THREE

7. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE FOR EACH)

- A. PREREQUISITE(S): **NONE**
 B. COREQUISITE(S): **NONE**
 C. PRE/COREQUISITE(S): **NONE**

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER)

HISTORY 8258-01 OFFERED FOR THE FIRST TIME IN SPRING 2016—39 STUDENTS

B. PROJECTED ENROLLMENT—APPROXIMATELY 40 STUDENTS PER SEMESTER

C. SUGGESTED CLASS LIMITS--40

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED—EVERY SEMESTER

E. ROLE OF COURSE IN DEPARTMENT’S CURRICULUM AND COLLEGE’S MISSION—

Given KCC’s diverse student body (including a high percentage of African American and Afro-Caribbean students), the civic engagement graduation requirement, and recent events there appears to be significant interest in this course. Most of my students of all backgrounds seemed to enjoy learning about the civil rights movement in my pilot course in Spring 2016.

A course on the civil rights movement would also augment the single course offered in African American history, and complement our department’s political science course on “Civil Rights and Liberties.”

9. LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE): NONE

10. IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION

AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING: N/A

11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):

Henry Hampton, *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s* (Bantam Books, 1991).

12. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION? NO

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A "CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS" AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A "CURRENT" DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A "PROPOSED" DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).

NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AN ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.

13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION: N/A

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

Generally, students do not know the history of slavery, the Civil War, Reconstruction, and the retreat from Reconstruction. With a brief introduction about those earlier contexts, the course is an intensive study of the "long civil rights movement" from early 20th century efforts such as the founding of the NAACP and anti-lynching crusades to the "classical" civil rights era from 1954-1965. The influence of the civil rights movement on Black Power, the New Left, the United Farmworkers Movement, the Chicano movement, the American Indian movement, the Women's Movement, and the LGBT movement in the U.S. is studied, as well as the international influence of the civil rights movement, including the South African anti-apartheid movement. The course will look at the role of grassroots leaders, movement organizations, presidential politics, Supreme Court decisions, legislation and enforcement, and intra-movement dynamics.

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

- Gather, interpret, and assess information from a variety of primary and secondary sources
- Evaluate historical evidence and arguments critically
- Produce well-reasoned, evidence-based written or oral arguments on key issues
- Use historical literature and thinking to explore the U.S. experience of diversity, with particular emphasis on race, gender, and ethnicity as categories of historical analysis
- Analyze and explain the key theme of racial justice from multiple perspectives
- Evaluate how the legacy of slavery has shaped the development of the United States

Upon completion of this course, students will know:

- How “Jim Crow” laws evolved despite the existence of the 13th, 14th and 15th Amendments to the Constitution
 - How various organizations and movements strategized to fight for African American rights over the course of the 20th century
 - How other social movements were inspired by and adapted philosophies and tactics pioneered in the classical civil rights movement
 - The role of “ordinary” grassroots activists such as Fannie Lou Hamer, in addition to such internationally recognized leaders as Martin Luther King Jr and Malcolm X
-

15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.:

- Lectures
- Small group work on primary sources
- Documentary films such as “Eyes on the Prize” and “Freedom Summer”
- Guest speakers, including civil rights veterans
- Possible civic engagement experiential learning components

16. ASSIGNMENTS TO STUDENTS:

Reading assignments will be combined with low stakes and high stakes writing assignments. These will include:

- Homework assignments that demonstrate mastery of basic content, such as summaries of readings
- Homework assignments that encourage independent research and thinking, e.g. to use the civil rights movement veterans website to write a mini-biography of a lesser known civil rights worker; to interpret Freedom Summer volunteer’s letters to parents explaining their decision to go South; and to analyze manifestos from other social movements.
- Low-stakes in-class writing assignments that enable students to think critically about the larger issues at stake
- Team Presentation and Final Research Project on One Social Movement—individual persuasive, research essay, and team Power Point presentation on a social movement.

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL

COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.

- Class Participation (20%) which will be measured by:
 - Classroom discussion
 - Take Home Writing Assignments and/or Homework
 - Quizzes
 - Attendance
- Midterm Essay Exam (20%)
- Research Project on One Social Movement (35%) which will be measured by:
 - Quality of Research, Analysis and Writing in Essay
 - Quality of Thinking and Creativity in Power Point Presentation
 - Clarity of Class Presentation
 - Ability to Collaboration on Class Presentation
- Final Exam—essay and factual (25%)
- Extra Credit/Honors Credit—research paper on a key civil rights figure, organization, or related social movement

18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS):

Week 1: Why Study the Civil Rights Movement and the Movements It Inspired?

Student Learning Objectives:

- Understand the foundations of inequality in early American history
- Understand the difference between free and unfree labor in early American history
- Explain the nature of the slave system
- Understand the Civil War, the abolition of slavery, and the retreat from Reconstruction
- Explain the political definition of democracy and articulate personal understandings of democracy
- Identify reasons why studying the civil rights movement is important
- Understand KCC's civic engagement graduation requirement
- Identify examples of how race and gender analyses transform historical understanding.

Week 2: What is the Legacy of Slavery, Jim Crow, and the Great Migration?

Student Learning Objectives:

- Explain how the Jim Crow laws functioned
- Describe the founding of key civil rights organizations in the early 20th century
- Explain the resurgence of the Ku Klux Klan and lynching in the early 20th century
- Understand the significance of the Great Migration
- Explain the nature and meaning of civil rights

- Describe the difference between *de jure* and *de facto* segregation
- Clarify the difference between legal reform and effective implementation and accountability mechanisms

HW #1: Go to the Great Migration series website, choose three paintings that represent three different historical challenges faced by African Americans moving from the South to the North and write about them. What do you see in the painting? Why did you choose these three?

<http://www.moma.org/interactives/exhibitions/2015/onewayticket/>

Week 3: How Did Veterans and Women Help Catalyze the 1950s Civil Rights Movement?

Student Learning Objectives:

- Understand the human rights dimensions of the fight against fascism
- Describe the experience of African Americans in the segregated military
- Describe civil rights advocacy efforts in the 1940s, including the original plan for a march on Washington
- Explain the Double V campaign
- Explain the role of African American veterans such as Medgar Evers in the early civil rights movement
- Describe the Emmett Till case and its impact on the early civil rights movement
- Understand diverse forms of grassroots/moral leadership, such as Mamie Till's decision to have an open casket funeral
- Explain the tactical reasoning for the Montgomery Bus Boycott
- Demonstrate more complex understanding of the civil rights movement beyond the role of "heroes" such as Rosa Parks and Dr. Martin Luther King Jr.

HW #2: Read Chapters 1 and 2 and do the following in order to learn how to summarize a reading:

Choose and copy one SHORT direct quote that best captures the main point of the chapter. Summarize it in your own words in one or two sentences. Write one question for class discussion that the chapter raises in your mind.

Week 4: How Did the Civil Rights Movement Adapt the Philosophy of Nonviolent Resistance?

Student Learning Objectives:

- Identify influences on the development of grassroots activists such as John Lewis
- Explain the philosophical, strategic, and practical dimensions of nonviolent resistance
- Understand the early practice of nonviolence in the Nashville Student Movement, and the Greensboro sit-ins
- Explain Ella Baker's role in the formation of the Student Nonviolent Coordinating Committee

HW #3: Read Chapters 4 and 9 and answer the following questions:

1. Why were the Greensboro sit-ins different?
2. How did the student sit-ins lead to the creation of a new organization and what was its name and philosophy?
3. Why did SNCC start organizing in Mississippi and why was it so challenging?
4. Who was Bob Moses and what kind of leadership did he exhibit?

Week 5: How Did the Freedom Rides Test the Theory of Nonviolent Direct Action?

Student Learning Objectives:

- Explain how Jim Crow laws affected the daily lives of African Americans
- Clarify the difference between *de jure* and *de facto* segregation
- Understand the purpose and details of the Freedom Rides
- Understand the leadership of Diane Nash in sustaining nonviolent direct action after the first Freedom Rides encountered violence
- Recognize the risks and sacrifices made by the early civil rights activists

HW #4: Read Chapter 5 and answer the following questions:

1. What was the purpose of the first Freedom Ride? What happened to the first bus on May 14, 1961?
2. How did the Nashville students respond to CORE's announcement that they were stopping the Freedom Rides? What was Diane Nash's argument about why they should continue?
3. What conditions faced the Freedom Riders when they were arrested in Jackson, Mississippi?
4. Would you be willing to go to jail for something you believed in? Why or why not?

Week 6: Why was 1963 Such a Pivotal Year and Did the Confrontational Nature of Nonviolent Direct Action Generate A Backlash?

Student Learning Objectives:

- Understand the dynamics of the Birmingham campaign, including the Children's Crusade
- Explain Dr. King's frustration with the admonition to "be patient" as expressed in *Letter From A Birmingham Jail*
- Describe the tensions between the student movement and more established civil rights groups using the editing of John Lewis' speech at the 1963 March on Washington as an example.
- Explore the concept of backlash in discussing the 16th Street Baptist Church bombing and JFK's assassination

HW # 5: Read chapters 8, 10 and 11 and answer the following questions:

1. Was JFK a civil rights supporter at the start of 1963? What evidence shows his stance on civil rights and how did it change over the course of the year?
2. Why was Dr. King so desperate when he got to Birmingham? Do you agree with his decision to enlist young people willing to go to jail? Why or why not?
3. Who was Medgar Evers and why was his death called an assassination?
4. Do you consider the bombing of the 16th Street Baptist Church a backlash? Why or why not?

Week 7: How Were Voting Rights Fought For at the Grassroots and Governmental Levels?

Student Learning Objectives:

- Explain impediments to voting such as literacy tests, poll taxes, and the grandfather clause
 - Explain the strategic purpose of Freedom Summer
 - Identify three different elements of Freedom Summer: voter registration, Freedom Schools, and the Mississippi Freedom Democratic Party
 - Explain what happened to Andrew Goodman, Mickey Schwerner, and James Chaney
 - Understand Fannie Lou Hamer's "challenge" at the 1964 Democratic National Convention
 - Understand the relationship between grassroots activism and legislative change
 - Explain the basic tenets of the 1964 Civil Rights Act and the 1965 Voting Rights Act
-

MIDTERM EXAM

Week 8: Why Did the Philosophy of Black Power Develop in the Mid-1960s?

Student Learning Objectives:

- Demonstrate a more nuanced understanding of the approaches of Dr. King and Malcolm X
- Understand the appeal of Malcolm X's rhetoric
- Explain the evolution of Malcolm X's thinking over time
- Understand Stokely Carmichael's articulation of Black Power ideas in SNCC and the development of the Black Panthers in Oakland
- Discuss elements of the Black Panther Party Platform in relation to historic and contemporary needs of disenfranchised communities

HW #6: Read Chapters 12 and 13. Bring in one quote from each of your two research sources for your final paper on a social movement. Write a one paragraph summary of each quote and a one paragraph comment on how this quote helps you understand the social movement you will be researching. Write two questions for further exploration that it raises for you.

Week 9: How Did Black Power Influence Diverse Identity-Based Movements?

Student Learning Objectives:

- Explain why different groups needed to express cultural pride
- Identify particular challenges facing diverse Latino communities in the United States in the 1960s and 1970s
- Analyze primary sources to distinguish among different goals and tactics of groups such as the United Farmworkers Movement, the Brown Berets, and the Young Lords

FIRST DRAFT OF FINAL PAPER DUE

Week 10: How Did the Women's Liberation Movement Introduce the Idea That "The Personal is the Political?"

Student Learning Objectives:

- Understand how "identity politics" transformed notions of "the political"
- Explain the types of issues the movement introduced
- Understand "consciousness-raising" as a new methodology for creating political knowledge
- Analyze the statements of various women's groups to understand the diversity of women's issues and feminisms

Week 11: How Did the Modern LGBT Rights Movement Expand on "Personal Politics?"

Student Learning Objectives:

- Explain the challenges of lesbian and gay lives before the LGBT movement
- Understand the Stonewall Rebellion as the catalyst for the modern LGBT movement
- Distinguish between basic rights denied to LGBT people in the 1960s and 70s and the issues being advocated for today
- Explain LGBT rights as a civil rights issue
- Understand how expansive notions of gender and gender identity build upon feminism's insights and influence the contemporary movement

FINAL DRAFT OF FINAL PAPER DUE

Week 12: How Has the U.S. Civil Rights Movement Inspired Movements Around the World?

Student Learning Objectives:

- Identify how the vision and tactics of the U.S. civil rights movement influenced other global movements such as the anti-apartheid movement
- Identify more recent influences such as in the Arab Spring
- Explain the relevance of the civil rights movement to current U.S. issues such as the cases of Trayvon Martin, Eric Garner, and Michael Brown
- Understand mass incarceration as a contemporary civil rights issue reading the introduction to Michelle Alexander's influential book, *The New Jim Crow*.

FINAL EXAM

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

CIVIL RIGHTS HISTORY GENERAL

Arsenault, Raymond. *Freedom Riders: 1961 and the Struggle for Racial Justice*. New York: Oxford University Press, 2006.

Belfrage, Sally. *Freedom Summer*. New York: The Viking Press, 1965.

Blumberg, Rhoda Lois. *Civil Rights: The 1960s Freedom Struggle*. Boston: Twayne Publishers, 1991.

Cagin, Seth, and Phillip Dray, *We Are Not Afraid: The Story of Goodman, Schwerner, and Chaney and the Civil Rights Campaign for Mississippi*. New York: Macmillan, 1988.

Carson, Clayborne. *In Struggle: SNCC and the Black Awakening of the 1960s*. Cambridge, MA: Harvard University Press, 1981.

Carson, Clayborne. *The Student Voice: 1960-1965. Periodical of the Student Nonviolent Coordinating Committee*. Stanford, CA: Martin Luther King, Jr., Papers Project, 1990.

Hampton, Henry, and Steven Fayer, *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s*. New York: Bantam, 1990.

Martinez, Elizabeth, ed., *Letters from Mississippi: Reports from Civil Rights Volunteers & Poetry of the 1964 Freedom Summer*. Brookline: Zephyr Press, 2007.

McAdam, Doug. *Freedom Summer*. New York: Oxford University Press, 1988.

Moris, Aldon. *Origins of the Civil Rights Movement: Black Communities Organizing for Change*, by Aldon D. Morris. Free Press, 1986. Comprehensive study of the Movement's origin and strategies, with emphasis on role played by women.

Payne, Charles. *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*, University of California Press, 1996.

CIVIL RIGHTS HISTORY--WOMEN

ELLA BAKER

Ransby, Barbara. *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*, North Carolina Press, 2003. Biography of the Movement leader (NAACP, SCLC, and SNCC).

Grant, Joanne. *Ella Baker: Freedom Bound*, John Wiley & Sons. 1998. Account of Ella Baker and her central role in the Movement.

FANNIE LOU HAMER

Mills, Kay. *This Little Light of Mine: the Life of Fannie Lou Hamer*. Dutton, 1994. Moving Young-Adult/Adult biography of a central figure in the Civil Rights Movement.

ROSA PARKS

Jeanne Theoharis, *The Rebellious Life of Mrs. Rosa Parks*. New York: Random House, 2013.

WOMEN IN THE CIVIL RIGHTS MOVEMENT, GENERAL

DeLott Baker, Elaine, et. al, *Deep in Our Hearts: Nine White Women in the Freedom Movement*. Athens, GA: University of Georgia Press, 2000.

McGuire, Danielle. *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*. Knopf, 2010.

Examines racial sexual violence and exploitation in the context of racial injustice and the Civil Rights Movement's fight for freedom.

Robinson, Jo Ann Gibson. *The Montgomery Bus Boycott and the Women Who Started It*. University of Tennessee Press, 1990. Memoir of the bus boycott by one of its leaders who headed the Women's Political Council of Montgomery.

Olson, Lynn. *Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830-1970*. New York: Scribner, 2001.

Schultz, Debra L. *Going South: Jewish Women in the Civil Rights Movement*. New York: New York University Press, 2001.

Collier-Thomas, Bettye and V. P. Franklin (Editors). *Sisters in the Struggle: African-American Women in the Civil Rights and Black Power Movements*, New York University Press, 2001. Anthology of pieces written by Black women active in the Movement.

Fleming, Cynthia Griggs. *Soon We Will Not Cry: The Liberation of Ruby Doris Smith Robinson*. Rowman & Littlefield, 1998. Biography of a major leader and activist in SNCC and the struggle for women's rights.

Fosl, Catherine. *Subversive Southerner, Ann Braden and the Struggle for Racial Justice in the Cold War South*, Palgrave Macmillan, 2002. Biography of famed civil rights activist Ann Braden.

Little, Kimberly. *You Must Be from the North: Southern White Women in the Memphis Civil Rights Movement*, University Press of Mississippi, 2009.

Houck, Davis W. and David E. Dixon. *Women and the Civil Rights Movement, 1954-1965*, University Press of Mississippi, 2009. Speeches & addresses (full text transcripts) from 39 Freedom Movement women.

Vicki Crawford, Vicki. *Women in the Civil Rights Movement: Trailblazers and Torchbearers*. Indiana University Press, 1994. Collection of academic papers presented to 1988 conference.

Mars, Florence and Lynn Eden. *Witness At Philadelphia*. Louisiana State University Press, 1977. A white native of Philadelphia, Mississippi recounts the circumstances of the murder of Chaney, Schwerner, and Goodman, her reaction, and her arrest for crossing the color line.

BLACK POWER

Bloom, Joshua and Waldo Martin. *Black against Empire: The History and Politics of the Black Panther Party*. University of California Press, 2014.

Brown, Elaine. *A Taste of Power: A Black Woman's Story*. New York: Doubleday, 1992.

Gore, Dayo, Jeanne Theoharis and Komozi Woodard. *Want to Start A Revolution? Radical Women in the Black Freedom Struggle*. New York: NYU Press, 2009.

Joseph, Peniel. *Stokely: A Life*. New York: Civitas, 2014.

Marable, Manning. *Malcolm X: A Life of Reinvention*. New York: Penguin, 2011.

LATINO/A MOVEMENTS

Lee, Sonia Song-Ha. *Building a Latino Civil Rights Movement: Puerto Ricans, African Americans, and the Pursuit of Racial Justice in New York City*. Chapel Hill: The University of North Carolina Press, 2014.

Pawel, Miriam. *The Crusades of Cesar Chavez: A Biography*. New York: Bloomsbury Press, 2014.

WOMEN'S LIBERATION MOVEMENT

Evans, Sara. *Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left*. New York: Vintage Books, 1979.

Echols, Alice. *Daring to be Bad: Radical Feminism in America 1967-1975*. Minneapolis: University of Minnesota Press, 1989.

Gilmore, Stephanie. *Feminist Coalitions: Historical Perspectives on Second Wave Feminism in the United States*. Urbana: University of Illinois Press, 2008.

GAY AND LESBIAN MOVEMENT

D'Emilio, John. *Making Trouble: Essays on Gay History, Politics, and the University*. New York: Routledge, 2014.

Kennedy, Elizabeth Lapovsky and Madeleine Davis. *Boots of Leather, Slippers of Gold: The History of A Lesbian Community*. New York: Routledge, 2014.

AMERICAN INDIAN MOVEMENT

Bancroft, Dick. *We Are Still Here: A Pictorial History of the American Indian Movement*. St. Paul, MN : Minnesota Historical Society Press, 2013.

Crow Dog, Mary. *Lakota Woman*. New York: Grove Weidenfeld, 1991

Revised/Dec.2015/AK

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

College	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	HIS XXXX
Course Title	Civil Rights and Related Movements
Department(s)	History
Discipline	History
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	
Special Features (e.g., linked courses)	N/A
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
<p>Indicate the status of this course being nominated:</p> <p><input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed</p>	
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>	
<p>Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society</p> <p><input checked="" type="checkbox"/> US Experience in Its Diversity <input type="checkbox"/> Scientific World</p> <p><input type="checkbox"/> Creative Expression</p>

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
| | <ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none">• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none">• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none">• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none">• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none">• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in Its Diversity

A Flexible Core course must meet the three learning outcomes in the right column:

<p>Students will gather, interpret, and assess information from multiple points of view and sources including primary historical documents (for example, comparing manifestos from men’s and women’s KKK groups); a website containing artwork of the Great Migration; a primary textbook which synthesizes recent interpretations of the civil rights movement; documentary films such as “Eyes on the Prize” and “Freedom Riders;” and recent monographs on particular social movements for their final research project.</p>	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
<p>Textbook readings, class discussions, reader response homework, and final paper research will demonstrate students’ abilities to evaluate information from multiple critical, analytical perspectives. Students will engage debates over the philosophy of nonviolence versus self-defense, and the difference between legislative change and more dangerous grassroots organizing. Students will write reflective HW pieces; midterm and final essays; and the final research paper in ways that show complex, nuanced understandings of how social change happens.</p>	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
<p>The final research paper and group Power Point presentation on a 20th century social movement (such as the anti-lynching movement, women’s liberation movement, Black Power, United Farmworkers, etc.) will require students to think critically, research, and use evidence to present arguments on the history and strategies of different social movements. All papers will answer six common questions including: What historical factors caused this movement to start? What strategies and tactics did it use to try to promote change? Would these strategies be useful to today’s social movements? This will demonstrate the students’ ability to use recent scholarly literature to research the movement; compare and contrast different social movements; and extrapolate from history to contemporary society. Their presentations will require them to synthesize information and present well-reasoned arguments to support conclusions.</p>	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

<p>This history course explores the issue of diversity and inclusion in US society, primarily from the point of view of race, but also looking at ethnicity, immigration status and gender. Students learn about historiography at the beginning of the course, i.e. that historians’ interpretations change over time. The course challenges periodization of the civil rights movement from 1954 to 1965, requiring students to think about “the long civil rights movement” as it relates to legacies of slavery and Jim Crow. In-class reading and writing assignments rely heavily on analysis of primary historical sources.</p>	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
<p>Students will analyze race as both a social construction and a primary form of inequality in US history through readings, class discussions, exam essays, and the final research paper and group presentation on social movements.</p>	<ul style="list-style-type: none"> ● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> ● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> ● Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> ● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
<p>The class readings, discussions, and written assignments constantly</p>	<ul style="list-style-type: none"> ● Analyze and discuss common institutions or patterns of life in contemporary U.S.

<p>require students to analyze institutions and exclusionary patterns of life in the US and how they influence or are influenced by race, ethnicity, class, gender, sexual orientation and other forms of social differentiation. A final exam essay question on how the civil rights movement influenced other movements will require students to reflect comparatively on ethnicity (The Young Lords Movement); gender (the Women's Liberation Movement); sexual identity (the LGBT Movement); and class (United Farmworkers Movement).</p>	<p>society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</p>
<p>C. Creative Expression</p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

E. Scientific World

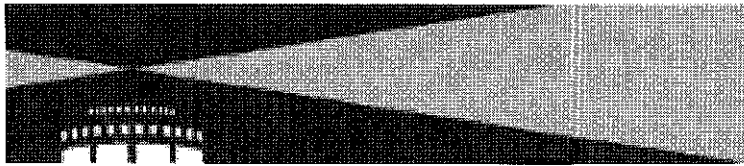
A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

KINGSBOROUGH



History 8258-01 (50007)

THE CIVIL RIGHTS MOVEMENT AND THE MOVEMENTS IT INSPIRED

3 hours, 3 credits

Professor:

Office:

Office Hours:

Email:

Course Description

This course seeks to debunk some of the myths surrounding the civil rights movement, adopting the view from what historians have recently termed "the long civil rights movement." We will study other social movements that grew out of and drew inspiration from the civil rights movement, including the women's movement, the United Farmworkers Movement, the American Indian Movement, the LGBT movement, and the anti-apartheid movement.

Learning Outcomes:

In writing for this class, students will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments from primary and secondary sources critically and analytically.
3. Produce well-reasoned written and oral arguments using evidence from primary and secondary sources to support conclusions.
4. Use historical literature to explore the US experience of diversity, with particular emphasis on race, gender, and ethnicity.
5. Compare and contrast the philosophies, strategies, tactics, internal debates, organizational forms and impacts of these historical movements.

Course Requirements:

Required Textbook: Henry Hampton, *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s* (Bantam Books, 1991).

Grade Requirements:

Homework assignments, quizzes, a midterm and a final exam will test understanding of weekly readings, key concepts, and issues discussed in class. Participation in class discussions is an important demonstration of your learning and commitment to this class. The final research project and group Power Point presentation will demonstrate your understanding of your chosen social movement and your ability to think historically and comparatively about social movements.

Students will be graded on their performance in class and in all written assignments:

Participation, attendance, quizzes, individual presentation, HW	20%
Midterm Exam	20%
Social Movements Research Project & Group Power Point Presentation	35%
Final Exam	25%

Attendance Policy

You are expected to attend every class. If you must miss a class, it is your responsibility to find out from a classmate what you missed. At Kingsborough, students who miss more than 15% of class meetings are considered excessively absent and may receive a "WU" at the instructor's discretion. Additionally, lateness may be taken into account when assessing your class participation grade. There is a direct relationship between excellent attendance/class participation and your final grade.

Classroom Etiquette and Non-Discrimination Policy

All electronic devices—cellphones, laptops, tablets—must be switched OFF and put away during class. Texting and leaving the class to make a phone call are prohibited. Civility in the classroom and respect for the opinions of others are vital to learning. Therefore, in this classroom, prejudice and disrespect will not be tolerated. In keeping with CUNY policy, all students will be treated equally and fairly, regardless of race, ethnicity, gender, gender identity, sexual orientation, religion, national origin, age, ability, veteran status, etc. (See <http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/finalnondeiscrimpolicy121213.pdf>).

Policy on Plagiarism and Academic Honesty

CUNY has very strict policies defining cheating and plagiarism—copying material without crediting the source of the information in your writing. These are serious breaches of conduct that may endanger your grades in the course and your academic career at KCC and beyond. (See <http://www.cuny.edu/about/info/policies/academic-integrity.pdf>).

Accessibility

CUNY provides accommodations for those with disabilities and/or special needs. Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from KCC's Access-Ability Services in Room D 205. Please contact them immediately for assistance.

Topical Course Outline

SYLLABUS AND SCHEDULE SUBJECT TO CHANGE

Week 1: WHY STUDY CIVIL RIGHTS HISTORY?

Read: handouts about the historiography of the field.

Week 2: WHAT IS THE LEGACY OF SLAVERY, JIM CROW, AND THE GREAT MIGRATION?

Read: handout on the Great Migration by Isabel Wilkerson.

Week 3: HOW DID WOMEN HELP CATALYZE THE 1950S CIVIL RIGHTS MOVEMENT?

Read Chapters 1 and 2.

Week 4: HOW DID THE CIVIL RIGHTS MOVEMENT ADAPT NONVIOLENT RESISTANCE? WHAT WERE THE SIT-INS AND HOW DID THEY HELP LAUNCH SNCC?

Read Chapters 4 and 9.

Week 5: HOW DID THE FREEDOM RIDES TEST THE THEORY OF NONVIOLENT DIRECT ACTION?

Read Chapter 5.

Week 6: WHY WAS 1963 SUCH A PIVOTAL YEAR FOR THE COUNTRY AND THE MOVEMENT?

Read Chapters 8, 10 and 11.

**Week 7: HOW WERE VOTING RIGHTS FOUGHT FOR AT THE GRASSROOTS AND GOVERNMENTAL LEVELS?
DID FREEDOM SUMMER AND THE MFDP SUCCEED OR FAIL?**

Read Chapter 12.

Midterm Exam

Week 8: WHY DID THE PHILOSOPHY OF BLACK POWER DEVELOP IN THE MID-1960S?

Read Chapter 13.

One Paragraph Summary and Two Annotated Sources for Final Research Project Due

Week 9: HOW DID BLACK POWER INTRODUCE IDENTITY POLITICS AND INFLUENCE OTHER SOCIAL MOVEMENTS?

Read Chapters 14, 15, and 20.

Week 10: HOW DID THE WOMEN'S LIBERATION MOVEMENT INTRODUCE THE IDEA THAT THE PERSONAL IS THE POLITICAL?

First Draft of Final Essay Due

Week 11: HOW DID THE LESBIAN AND GAY MOVEMENTS EXTEND THE IDEA OF PERSONAL POLITICS?

Week 12: HOW DID THE U.S. CIVIL RIGHTS MOVEMENT INFLUENCE GLOBAL MOVEMENTS?

Final Research Project Due

FINAL EXAM—DATE AND TIME TO BE ANNOUNCED BY KCC.

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**FINAL RESEARCH ESSAY AND GROUP POWER POINT PRESENTATION
ON SOCIAL MOVEMENTS**

This course centers on the theme of how social change happens. It is based on the belief that when ordinary people come together and build a movement, long-standing problems can change. This assignment requires you to sign up for and research a social movement. You will:

- Research and write a 1200 word essay on your social movement.
- Answer every question listed below.
- Use one book from the bibliography at the end of this assignment and a second historical reference on your topic. Go to the library EARLY to get your sources.
- **Have at least one relevant, compelling in-text quote from each of your two sources.**

- Have a list of sources at the end of the paper using MLA format.

Every research paper must address the following questions:

1. When did this movement begin? How was it started? Who were among the founders of this movement?
2. What historical factors caused this movement to start? What issues did it seek to address?
3. What strategies and tactics did it use to try to promote the change it wanted to see? For example, the Montgomery Bus Boycott used an economic boycott of the city's buses to try to end segregation on public transportation. What tactics did your movement use?
4. Provide a short biography of one of the movement's most important leaders. What did they uniquely contribute to this movement? What was their theory about how change would/could happen?
5. What was the role of ordinary people in this movement? How did they participate?
6. What lessons could we learn from this movement to apply to our issues today? Be specific both about the historical movement and the current issues such as the Black Lives Matter movement and Immigration Reform.

Then your group will present your Power Point about the movement in class on a specific day. Each topic will have several people working on it, so you need to coordinate with each other about which questions/issues you will present to the class. Everyone on the team must research and present some aspect of the overall presentation. The total group presentation and discussion should take no more than 30 minutes. You will be graded on content and your ability to collaborate effectively.

You will sign up for a movement to research and present during the first week of class, so please review the dates and bibliography to make your choice.