

Bowie State University
Department of History and Government
The Long Black Freedom Struggle
History 308 Spring 2020 3 Credits

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COURSE PREREQUISITES: History 114: African American History to 1865 or History 115: African American History since 1865

COURSE DESCRIPTION: The Long Black Freedom Struggle explores the Civil Rights and Black Power movements, from the landmark *Brown v. Board of Education* Supreme Court decision, through the direct action phase of the Civil Rights Movement, to the rise of black power as illustrated through the tactics and philosophies of the revolutionary and cultural nationalists.

REQUIRED TEXTS:

- Williams, Yohuru. *Rethinking the Black Freedom Movement*. New York: Routledge, 2015.
- Shih, Bryan and Yohuru Williams. *The Black Panther: Portraits from an Unfinished Revolution*. New York: Bold Type Books, 2016.



EMERGING ISSUES: As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

TECHNOLOGY REQUIREMENTS: This course is web enhanced and has components on the University's e-learning system, Blackboard. As with any computer system, there **may/will be** glitches during the semester. To access the course go to <https://bsuonline.blackboard.com>, or click on the MY BSU tab from the BSU homepage.

LIBRARY REQUIREMENTS: Students will be required to utilize the holdings of the University's library as well as other accessible repositories to complete the

assigned research project. The project and class assignments will introduce students to

primary and secondary sources, reference materials, and tools that the historian uses in his/her craft.

STUDENT EXPECTED OUTCOMES:

Students will:

1. classify the historian's craft;
2. discuss and explain the various historiographical writings;
3. compare and contrast the complex societal forces in operation during the 20th century such as racial segregation, enactment from federal and state law affecting black America, rural migration and technology that gave rise to the Civil Rights era, and black nationalism and the Black Power Movement;
4. distinguish between the unique institutions, organizations and systems that were developed by African Americans that aided in their survival and adaptation to a new environment and culture after World War II; and
5. critique the impact of the aftermath of the *Brown v. Board of Education* decision throughout the Black Power Movement through historical sources.



SPECIFIC LEARNING OBJECTIVES:

1. apply the methodology and techniques of the historian's craft by utilizing the material culture of the inclusive American experience from the end of World War II to the end of the twentieth century and leading to the present;
2. demonstrate the student's skills in research and library skills through the use of contemporary American documents and bibliographic reference tools;
3. demonstrate and apply the student's critical thinking and abstract reasoning through the examination of historical problems that confronted the United States for the time period of 1954 – 1975 and takes into consideration various political, social, economic and cultural factors that shaped the time period; and
4. critique the impact between the larger plight of humanity through the transformational historical period encompassing the Civil Rights and Black Power movements through various constituencies (racial, ethnic, gendered, activist, etc.) and their impact on the American experience in Western culture.

ACTIVITIES TO ACHIEVE THE EXPECTED OUTCOMES:

- Lectures, written assignments, and discussions of conceptual and factual information from the textbook and additional materials such as handouts, articles, and audiovisual material:
 - raise the level of students' reading and comprehension skills through synthesizing large amounts of information from reading materials;
 - demonstrate historical analysis skills and relate the past to contemporary events;



- raise the level of students' listening and note taking skills.
- Examinations:
 - demonstrate the retention of historical knowledge.
- Research Project:
 - justify a thesis emphasizing critical thought with regard to a historical problem or question;
 - synthesize empirical data of gathered detailed or factual information in a comprehensive and structured fashion;
 - analyze a historical question or problem;
 - compare and contrast the development of individual perspectives and interpretations of historical problems or questions.

TEACHING MODES:

Thematically, the course commences with the efforts of the National Association for the Advancement of Colored People (NAACP) to use the courts to challenge segregation and progress into the direct action protests and the adoption of nonviolence as a radical strategy as demonstrated by the Montgomery Bus Boycott (1955) and the Freedom Rides (1961), for example, in the attempt to confront Jim Crow directly with the moral fortitude to fight against injustice.

The course will touch upon the idea of charismatic leadership; the relationship between the various civil rights organizations struggling for fundamental change, as well as the differences in the local and national tactics and objectives of such; gender politics; and the impact nationally and internationally that the movement influenced. The progression into the Black Power Movement will denote the rise of the vanguard Black Panther



Party and its focus on revolutionary change in contrast with the US Organization and the focus on culture as the impetus for change. The cultural and artistic components of the Black Power Movement, the Black Arts Movement and its popular culture counterpart "Black Is Beautiful" will serve to offer another perspective on this phase of the Black Freedom Struggle. Finally, as the body of literature on this era continues to grow and evolve, the historiography will elucidate the various approaches and interpretations that historians have utilized in documenting the narrative.

This course will focus on critical thinking skills. These relate to students' ability to comprehend, analyze, synthesize, and communicate information from a variety of sources about the American past. Students will apply these skills to solving problems or answering questions concerning the study of the freedom struggle encompassing the Civil Rights and Black Power movements. In the process, students will learn how to relate detailed or factual information within conceptual frameworks. This will be accomplished by asking questions such as how do historians know? Students will learn how to ask questions about the recent past and then to begin the process of learning to address these questions. Finally, students will learn how to effectively communicate their conclusions to a general audience through the development of various forms of written presentations. The course also emphasizes reading historical texts as well as

dialoging with others and evaluating their ideas and historical interpretations—all of which are important in the learning process.

The course information will be conveyed to students through lectures, assigned readings, written assignments, and computer work. Corresponding assignments will develop critical thinking, communication, and problem solving skills. In addition, students will produce an original research project to improve their communication and problem solving skills. Lectures will assist students in the process of comprehending general concepts and relating details or facts to these through the synthesis of information. Finally, the course will provide students with a foundation for lifelong learning.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students are responsible for completing all assignments and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation. Follow Blackboard announcements, emails and/or Remind.com/app (@dafk4c) for any updates.

STUDENT PREPARATION ROLES

This course emphasizes three competencies that help facilitate the student's role in a global, diverse contemporary American society. Students will receive instruction on identifying historical problems or questions; understanding broad historical concepts, gathering related details or facts and synthesizing information; and testing their required and retained knowledge. Generally, the student will work on an individual basis to complete the requirements for the course. Students should check Blackboard for corresponding assignments. **Students who have a disability or think that they need**



special accommodations should report immediately to Disability Support Services (DSS), located in Room 079 in the Thurgood Marshall Library, or call Dr. Michael S. Hughes, DSS Coordinator at 301-860-4067.

ATTENDANCE

Attendance (attending the course on a regular basis) is required to complete the course successfully. **University rules and regulations state that a student may fail a course if he/she misses a certain number of classes** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. For an online course, students are expected to participate in all scheduled class activities (i.e., discussion boards, etc.). Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments will not be able to perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may, but is not required to, have the student write a paper that is equivalent to that particular activity.

STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the "Code of Student Conduct," students are to achieve high standards of ethical and professional academic standards. This includes behavior in the virtual classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of knowledge. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the "Code of Student Conduct" for students as outlined by Bowie State University. "In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland." **Students engaging in academic dishonesty will fail this course!**

VIRTUAL CLASSROOM DECORUM

Bowie State University "prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations." Recording devices are not



allowed for this class. Lectures and/or other materials are not to be recorded. Students who fail to adhere to these policies will be penalized accordingly.

COURSE REQUIREMENTS

Students will be evaluated on a midterm essay, research project, final exam and a combined attendance, assignment and participation grade. There will be a midterm essay assignment (specific guidelines to follow), and a take home final examination due during the exam period. Students are required to research and present a research project (specific guidelines to follow) based on an approved topic relevant to the Civil Rights and Black Power movements. Students are required to complete and turn in reading summaries each week (specific guidelines to follow). Only letter grades recorded in the four grade categories will be utilized in determining grades for the course. Participation is factored into the overall homework grade. Not completing such activities cannot hurt one's grade, but participating in these activities can improve the assigned grade. Optional extra-credit assignments may be assigned during the semester.

Evaluations

Critical Essay — 20%
 Research Project — 30%
 Final Examination — 30%
 Assignments, Attendance and Participation — 20%

Grading Scale

90 -100 — A
 80 - 89 — B
 70 - 79 — C
 60 - 69 — D
 59 & under — F



COURSE OUTLINE*

Date	Course Module	Assignment (ALL HOMEWORK ASSIGNMENTS ARE DUE @5:00 PM ON WEDNESDAYS)	Miscellaneous
January 30	MODULE 1: HISTORIOGRAPHY PRELUDE: <i>BROWN V. BOARD</i>	ASSIGNMENT #1: Historiography Readings & Preface, <i>Rethinking the Black Freedom Movement</i>	
February 5	MODULE 2: BROWN V. BOARD OF EDUCATION	ASSIGNMENT #2: Chapter 1: <i>Rethinking the Movement</i>	
February 12		ASSIGNMENT #3: Prince Edward County Readings	
February 19	MODULE 3: DIRECT ACTION CAMPAIGNS	ASSIGNMENT #4: Chapter 2: <i>Rethinking the Movement</i> (Montgomery through Albany)	
February 26		ASSIGNMENT #5: Chapter 2: <i>Rethinking the Movement</i> (Birmingham through Selma)	
March 4		WORK ON YOUR CRITICAL ESSAYS.	
March 11		MIDTERMS ARE DUE @ 5:00 PM.	Critical essays are due.
March 15- 22		Spring Break	Spring Break
March 25		ASSIGNMENT #6: Chapter 3: <i>Rethinking the Movement</i> (through Women and Black Power); Chapter 1: <i>The Black Panthers</i>	Research topics are due.
April 1	MODULE 3: BLACK POWER MOVEMENT	ASSIGNMENT #7: Chapter 2: <i>The Black Panthers</i>	
April 8		ASSIGNMENT #8: Chapters 3 & 4: <i>The Black Panthers</i>	
April 10			Last day to drop from a class with a "W" grade: Last day to change from credit to audit.
April 15		ASSIGNMENT #9: Chapter 5: <i>The Black Panthers</i>	
April 22		WORK ON YOUR RESEARCH PAPERS.	
April 29	MODULE 4: RELATED MOVEMENTS	ASSIGNMENT #10: Chapters 3 & 4: <i>Rethinking the Movement</i>	Research papers are due.
May 6			Last day of class!
May 13		WORK ON YOUR FINAL EXAMS.	Reading Day
May 20		FINAL EXAMS ARE DUE @ 4:00 PM	

*NOTE: THE SCHEDULE MAY CHANGE GIVEN TIME CONSTRAINTS OR OTHER FACTORS.
ADDITIONAL READINGS WILL BE ASSIGNED AS NECESSARY.

NOTE: AFTER COMPLETING ENGLISH 101 AND 102, STUDENTS MUST TAKE AND PASS THE BOWIE STATE UNIVERSITY ENGLISH PROFICIENCY EXAMINATION. TRANSFER STUDENTS WHO COMPLETED THEIR ENGLISH COMPOSITION REQUIREMENTS AT ANOTHER UNIVERSITY SHOULD TAKE THE ENGLISH PROFICIENCY EXAMINATION DURING THEIR FIRST SEMESTER OF ENROLLMENT AT BOWIE STATE UNIVERSITY. THE ENGLISH PROFICIENCY EXAM WILL BE ADMINISTERED FEBRUARY 13 & 14, 2020 AND APRIL 2 & 3, 2020.

SELECTED BIBLIOGRAPHY

Civil Rights

- Branch, Taylor. *At Canaan's Edge: America in the King Years, 1954-1963*. New York: Simon and Schuster, 2006.
- _____. *Parting the Waters: America in the King Years, 1965-68*. New York: Simon and Schuster, 1989.
- _____. *Pillar of Fire: America in the King Years, 1963-65*. New York: Simon and Schuster, 1998.
- Carson, Clayborne. *In Struggle: SNCC and the Black Awakening of the 1960s*. Cambridge, MA: Harvard University Press, 1995.
- _____. ed. *The Autobiography of Martin Luther King, Jr.* New York: Warner Books, 1998.
- Cobb, Charles, Jr. *This Nonviolent Stuff'll Get You Killed: How Guns Made the Civil Rights Movement Possible*. Durham: Duke University Press, 2014.
- Cone, James H. *Martin & Malcolm & America: A Dream or a Nightmare*. Maryknoll, NY: Orbis Books, 1991.
- Crawford, Vicki L. et al., eds. *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965*. Bloomington, IN: Indiana University Press, 1993.
- Dittmer, John. *Local People: The Struggle for Civil Rights in Mississippi*. Urbana, IL: University Press of Illinois, 1995.
- Garrow, David J. *Bearing the Cross: Martin Luther King, Jr. and the Southern Christian Leadership Conference*. New York: Vintage Books, 1986.
- Gilmore, Glenda. *Defying Dixie: The Radical Roots of Civil Rights, 1919-1950*. New York: W.W. Norton & Company, 2008.
- Haley, Alex, ed. *The Autobiography of Malcolm X: As Told to Alex Haley*. New York: Grove Press, 1965.
- Kluger, Richard. *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality*. New York: Knopf, 2004.
- Hampton, Henry and Steven Fayer, eds. *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s*. New York: Bantam Books, 1990.
- Lawson, Steven F. *Running for Freedom: Civil Rights and Black Politics in American since 1941*. New York: McGraw-Hill, 1997.
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- Meier, August and Elliott Rudwick. *CORE: A Study in the Civil Rights Movement, 1942-1968*. Urbana, IL: University of Illinois Press, 1975.
- Patterson, James T. *Brown v. Board of Education: A Civil Rights Milestone and its Troubled Legacy*. New York: Oxford University Press, 2000.
- Plummer, Brenda Gayle, ed. *Window on Freedom: Race, Civil Rights, and Foreign Affairs, 1945-1988*. Chapel Hill: The University of North Carolina Press, 2003.
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- Robinson, Jo Ann. *The Montgomery Bus Boycott and the Women Who Started It: The Memoir of Jo Ann Gibson Robinson*. Knoxville: University of Tennessee Press, 1987.
- Robnett, Belinda. *How Long? How Long? African American Women in the Civil Rights Movement*. New York: Oxford University Press, 1997.
- Rogers, Ibram. *The Black Campus Movement: Black Students and the Racial Reconstitution of Higher Education, 1965-1972*. New York: Palgrave Macmillan, 2012.
- Sitkoff, Harvard. *King: Pilgrimage to the Mountaintop*. New York: Hill & Wang, 2008.
- _____. *The Struggle for Black Equality 1954-1995*. New York: Hill & Wang, 2005.
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- Tushnet, Mark. *The NAACP's Legal Strategy against Segregated Education, 1925-1950*.

Chapel Hill: The University of North Carolina, 2005.

Black Power

- Bloom, Joshua and Waldo E. Martin, Jr. *Black against Empire: The History and Politics of the Black Panther Party*. Oakland: University of California Press, 2016.
- Brown, Elaine. *A Taste of Power: A Black Woman's Story*. New York: Random House, 1994.
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- _____ (Kwame Ture) with Ekwueme Michael Thelwell. *Ready for Revolution: The Life and Struggles of Stokely Carmichael (Kwame Ture)*. New York: Scribner, 2005.
- Cleaver, Kathleen and George Katsiaficas. *Liberation, Imagination, and the Black Panther Party*. New York: Routledge, 2001.
- Greene, Christina. *Our Separate Ways: Women and the Black Freedom Movement in Durham, North Carolina*. Chapel Hill: The University of North Carolina Press, 2005.
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- Murch, Donna Jean. *Living for the City: Migration, Education, and the Rise of the Black Panther Party in Oakland, California*. Chapel Hill: The University of North Carolina Press, 2010.
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- _____ and Jama Lazerow, eds. *In Search of the Black Panther Party: New Perspectives on a Revolutionary Movement*. Durham: Duke University Press, 2006.
- _____. *Liberated Territory: Untold Local Perspectives on the Black Panther Party*. Durham: Duke University Press, 2009.

NOTED JOURNALS AND PERIODICALS

- ◆ *American Journal of Legal History* [Temple University, Beasley School of Law]
- ◆ *American Quarterly* [American Studies Association]
- ◆ *History News* [American Association for State and Local History]
- ◆ *Journal of African American (Negro) History* [Association of the Study of African American Life and History]
- ◆ *Journal of American Ethnic History* [University of Illinois Press/Immigration and Ethnic History Society]
- ◆ *Journal of American History* [Organization of American Historians]
- ◆ *Journal of American Studies* [Cambridge University Press]
- ◆ *Journal of Contemporary History* [Sage Publications]
- ◆ *Journal of Southern History* [Southern Historical Association]
- ◆ *OAH Magazine of History* [Organization of American Historians]
- ◆ *Perspectives on History* [American Historical Association]
- ◆ *The American Historical Review* [American Historical Association]
- ◆ *The Historian: A Journal of History* [Blackwell Publishers/Phi Alpha Theta]