The University of Texas at El Paso
Curriculum Change Proposal
Approval Page

Proposal Title: Course Additions: African American Studies

Department Chair
I have read the enclosed proposal and approve this proposal on behalf of the department.

Signature

4-22-17
Date

College Curriculum Committee Chairperson
I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

5/3/17
Date

College Dean
I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

5/4/17
Date

Graduate Council/Undergraduate Curriculum Committee

Council Action: □ Approved □ Returned to the College

Date of Action Report: ________________________________

Signature, Chairman

Date
The African American Studies Program is increasing the number of courses available in its overall curriculum. African American Women and the Black Freedom Movement is the first of three new courses.

(AFST 3302) At present, there is no undergraduate course devoted to examining African American Women’s role in the Civil Rights movement. African Americans have played pivotal roles in the history of UTEP and the Paso del Norte region. Thus, a course examining African American Women would strongly appeal to female students at UTEP who have been asking why African American women have not received the kinds of recognition they deserve for their leadership and activism toward combatting racial and gender oppression in America. This particular course would go a long way towards answering such queries.

(AFST 3300) African American Leaders of the 20th Century is the second of three new course proposals. At present, there is no undergraduate course at UTEP that examines African American social, political, and cultural leadership during the 20th century and their impact upon the Black Freedom movement. A course examining African American leadership during some of the most volatile periods in this country’s history, will provide students with a greater understanding of the overall struggle African Americans waged by examining the thought processes and ideas of some of the Movement’s most outspoken and sometimes controversial leaders.

(AFST 3301) The Modern Civil Rights Movement is the third of three new course proposals. At present, there is no undergraduate course at UTEP that analyzes the inner workings and grassroots leadership of the Modern Civil Rights movement and the impact it had upon the sociopolitical development and evolution of this nation.
Course Information

Subject Prefix and #  AFST 3302  

TCCN (If applicable)  

Title (29 characters or fewer): African American Women and the Black Freedom Movement 

Dept. Administrative Code  1735  

CIP Code  05.0201.00  

Course Level (UG, GR, DR, or SP):    UG______  

Will this course be taught during a part of term in addition to a full 16-week term?  (Y/N):  

If so, what term length will this course be taught in?  (e.g., 8 weeks)  4 week summer  

How many times may the course be taken for credit? (Please indicate 1-9 times):  1______  

Should the course be exempt from the “Three Repeat Rule?” (Y/N):  ______ N  

Grading Mode: __X___ Standard _____ Pass/Fail _____ Audit  

Description (600 characters maximum): This course focuses on African American women activists and by doing so provides for a greater understanding of the overall struggle African Americans waged to change the social and political fabric of America. Through this course, students will come to know the tenacity and dogged perseverance African American women displayed and the influence they had on the sociopolitical activism of their male counterparts.  

Contact Hours (per week):  ___3__ Lecture Hours  

______ Lab Hours  

_____ Other  

Types of Instruction (Schedule Type): (Underline all types of instruction which reflect how the course should be scheduled in Banner.):  

A Lecture  

B Laboratory  

C Practicum  

D Seminar  

E Independent Study  

F Private Lesson  

H Thesis  

I Dissertation  

K Lecture/Lab Combined  

O Discussion or Review (Study Skills)  

P Specialized Instruction  

Q Student Teaching  

Equivalent Courses  

Course Number  

Prerequisite Course(s)
At present, there is no undergraduate course at UTEP that focuses entirely upon African American Women’s role in the Civil Rights movement. African Americans have played pivotal roles in both the history of UTEP, El Paso and the state of Texas. Thus, a course examining the key civil/human rights contributions of African American Women would strongly appeal to female students on campus who have been asking why women have not received the kinds of recognition they deserve for their leadership and activism toward combatting racial and gender equality in America. This particular course would go a long way towards addressing such concerns and enlightening both male and female students to the significant role African American women have played toward the sociopolitical development of this country.
I. **Professor’s Information**
   Name: Dr. Michael Williams  
   Course Location: **LART 207**  
   Course Meeting Times: Tues/Thur. 1:30-2:50 p.m.  
   Office Location: **LART, Rm 401**  
   Office Hours: Tuesdays/Thursdays 9:00-10:30 a.m. and by appointment  
   Phone number: 747-7822  
   E-mail: mvwilliams@utep.edu  

II. **Course Description:**

   The study of the role that African American women played during the Civil Rights movement demands academic focus if we are truly to understand what the Movement meant, how it was organized and carried out and what sacrifice represented for all involved in social activism. By focusing on African American women activists, this course provides for a greater understanding of the overall struggle black people waged to change the fabric of this nation and to place the moral compass of civil and human rights on a global scale. Through this course, students will come to know the tenacity and dogged perseverance African American women displayed and the influence they had on the actions of their male counterparts. Yet, this course also examines the problems women experienced within the movement regarding their “roles” which were often colored by ideals concerning women’s perceived “limitations” and proper “place” within the male/female dichotomy. By focusing on the ideas and thoughts of African American women, students will gain a more comprehensive understanding of the encompassing nature and power of activism and the necessity of understanding history and the work of those who came before us as strength for our current struggles. As poet and writer, Alice Walker’s words epitomize the internal power of Civil Rights activists in general and African American women in particular,  

   “We will be ourselves and free, or die in the attempt. Harriet Tubman was not our great-grandmother for nothing.”
As students, by the conclusion of the course you will:

A. Have a sound grasp of the social, cultural, ideological and political aspects associated with African American women’s activism from the late 19th century through the 20th century and their impact upon the development of this country.

B. Identify pertinent African American women, describe their specific philosophies, leadership styles and discern the success, failure and opposition resulting from their ideas and methodologies.

C. Apply critical analysis to required reading and writing assignments and to utilize the same skills for dissecting presented social and historical problems.

D. Learn research methodologies and proper citation skills as well as the art of public speaking, archival research methods and research presentation before an audience.

E. Write a research paper that address specific civil rights issues and present a solid argument supported by facts and examples.

Academic Objectives:

a.) Gain knowledge of the time period and the life experiences of those involved.

b.) Enhance critical thinking skills and its application towards dissecting and understanding the significance and impact of historical issues, movements and leaders.

III. Required Readings:

Students should purchase the required readings at the very start of the semester to avoid difficulties resulting from availability issues. Any student who has trouble locating the material must notify the professor immediately. Lack of a book, however, does not make for a legitimate excuse for incomplete work.

Required Readings:


****Readings listed as “Reserve” are located in the following work: *The Eyes on the Prize Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle* by Clayborne Carson, David J. Garrow, Darlene Clark Hine, et. al. and *Women and the Civil Rights Movement, 1954-1965*, David W. Houck and David E. Dixon, eds. will be available for student checkout (2hr limit) at the circulation desk of the University Library. ****
Exam Booklets: Two Blue Books must be turned in to the professor by February 8th.

Course Requirements:

Students are required to attend each class meeting, read all assignments with a critical eye and complete all written work when given. Students can expect absences to negatively affect their overall grade. If a student has to miss a class, she or he must present an official document of excuse; all excuses will be filed away and reexamined at the end of the semester. It is important that students (if at all possible) avoid missing any classes. Students with disabilities, verified through The Center for Accommodations and Support Services (CASS), should notify the professor immediately of any required classroom accommodations.

Grades:

There will be a total of two major essay exams: a Midterm and a Final worth 100 points each. Each student will write a 2-3 page book review essay on Barbara Ransby’s, Ella Baker & the Black Freedom Movement and Chana Kai Lee’s The Life of Fannie Lou Hamer worth 50 points each (100 points total) and a 10-15 page research paper on a specific African American female activist approved by the professor. Each student will also conduct a 10-15 minute in-class presentation on their research topic (complete with PowerPoint or other presentation display) with both the paper and the presentation worth a combined 100 points. Presentations will occur during the last three weeks of the semester. There will also be five in-class lecture quizzes comprised of identification/short answer and fill in the blank questions worth 50 points total. Students will also have an attendance/participation grade worth 50 points. Students have a total of 500 possible points over the semester.

<table>
<thead>
<tr>
<th>Total Points earned:</th>
<th>Final Grade:</th>
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<tbody>
<tr>
<td>500-450</td>
<td>A</td>
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<tr>
<td>449-400</td>
<td>B</td>
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<td>399-350</td>
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<td>349-300</td>
<td>D</td>
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<tr>
<td>299-</td>
<td>F</td>
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</table>

Evaluation Values:

<table>
<thead>
<tr>
<th>Midterm Exam: 100 points</th>
<th>Review Essay #1: 50 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam: 100 points</td>
<td>Review Essay #2: 50 points</td>
</tr>
<tr>
<td>Research Paper: 70 points</td>
<td>Research Presentation: 30 points</td>
</tr>
<tr>
<td>Five quizzes: 10 points each</td>
<td>Attendance (15 points)/Participation (35 points): 50 points</td>
</tr>
</tbody>
</table>

The grading scale used for this course reflects the standard A through F scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F. To calculate your final grade I will add the total number of points scored on all assignments and divide that number by the total number of points possible. I will not percentage anything as everything is weighted the same.
Examination Makeup Policy:

If you miss an assignment because of a legitimate excuse (supported by documentation) you must contact the professor immediately to schedule a makeup test. **Students have one day after the day of the missed exam to make it up,** after that he or she will earn a zero on the assignment unless an extended rescheduling period has been agreed upon. **If a student has a problem with an earned grade on an assignment, she or he must wait 24 hours before meeting with the professor to discuss it.**

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

IV. Class Behavior:

Absence and Tardiness:

When you enroll in this course you are, in effect, agreeing to attend scheduled meeting times. Be forewarned that attendance will be taken at the beginning of each class meeting and one can expect absences to have a negative impact on your overall grade. If you are absent for a class meeting it is your responsibility to make-up any work, acquire any missed information from your fellow classmates, and provide proper documentation to the professor. Tardiness will not be tolerated and habitual lateness can also hurt your grade so do not make a habit of arriving late for class. **Students acquiring three or more unexcused absences will lose the 15 point attendance grade.**

Cheating:

University of Texas at El PASO has an approved Academic Integrity Policy that applies to all students. The policy states: “Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the *Handbook of Operating Procedures* (HOP) and available in the Office of Student Life and the homepage of the Office of Student Life at www.utep.edu/dos, can result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.”

Under no circumstance will cheating of any kind be tolerated. Cheating on an assignment will result in an automatic F followed by appropriate university actions, so refrain from engaging in any unethical behavior as your work will be monitored. For further information regarding UTEP’S Academic Integrity policy, please visit http://catalog.utep.edu/grad/academic-regulations/curriculum-and-classroom-policies/
Cell Phones and other Electronic Forms of Communication:
Cell phones and such are not allowed in operation mode at anytime during the class period unless authorized for use during the course. If a cell phone or any other unauthorized electronic device interrupts class, the offending student(s) may be asked to leave the classroom and recorded absent for the day regardless of the time of the infraction.

Discussion of Classroom Topics:
Due to the nature of this course, student participation is paramount. As a result, the class is structured to initiate student participation and to provide opportunities to engage in meaningful dialog regarding specific historical circumstances and events related to African American history. Although lectures make up a large part of the class structure, the overall objective is to create an environment conducive to the expansion of ideas, arguments, and subjects introduced in lecture and to the development of individual perspectives regarding the period outlined. Thus, individuals who actively participate in course discussions will benefit the most from this course.

Sleeping and Newspapers:
It is a known and accepted fact that we all get tired at some point in time, sleeping in class however, is not an accepted remedy. Napping in class is not only rude to the professor and all those assembled, it also reflects poorly upon the offending individual. Reading of newspapers, magazines or any other unauthorized materials in class is simply rude behavior and will not be tolerated. Infractions of either sort will result in the student being asked to leave the class and awarded an absence for the day regardless of the time of the infraction.

Important Dates:
Exam # 1 .................................................................February 19
Research Draft Due .......................................................February 26
Review Essay # 1 (Ransby) ...........................................March 3
Review Essay # 2 (Lee) ....................................................April 2
Research Final Draft .....................................................April 7
Holiday (Spring Break) ..............................................March 13-19, 2018
Final Exam .................................................................TBA.

V. Class Schedule for Required Readings and Assignments: (Schedule subject to changes.)
The following outlines the completion dates for each reading assignment so that students are prepared to participate in class discussions and follow the course of the lectures.

Bettye Collier-Thomas and V.P. Franklin, Sisters in the Struggle (Ch. 1)


**Reserve: The Eyes on the Prize Civil Rights Reader** pgs. 83-95 and 97-103.

Week III: Feb. 3-5: “For the Race in General and Black Women in Particular”:
Organized Movements for Change
Collier-Thomas and Franklin, *Sisters in the Struggle* (Ch. 2)

**Reserve: The Eyes on the Prize Civil Rights Reader** pgs. 64-83 and *Women and the Civil Rights Movement* pgs. 3-10.

Week IV: Feb. 10-12: A Movement of Escalation: Moving the Civil Rights Movement Forward
Robnett, *How Long?* (Ch. 3)

Week V: Feb. 17-19: Sustaining the Movement: Civil Rights Momentum and Leadership
Collier-Thomas and Franklin, *Sisters in the Struggle* (Ch. 3) and Robnett, *How Long?* (Ch. 4)

**Reserve: The Eyes on the Prize Civil Rights Reader** pgs. 44-48 and *Women and the Civil Rights Movement* pgs. 241-250.

Week VI: Feb. 24-26: Stirring the Masses: African American Women and Mobilization
Collier-Thomas and Franklin, *Sisters in the Struggle* (Ch. 4) and Robnett, *How Long?* (Ch. 5)

Week VII: Mar. 3-5: “Bridging Students to the Movement”
Robnett, *How Long?* (Ch. 6)

**Reserve: The Eyes on the Prize Civil Rights Reader** pgs. 114-116 and 120-126.

**Part II. A More Intensive Rise of Political Protest: the Nation, Mississippi and Fannie Lou Hamer**

Week VIII: Mar. 10-12: A Restrictive Movement? Gender Schism
Collier-Thomas and Franklin, *Sisters in the Struggle* (Ch. 6) and Robnett, *How Long?* (Ch. 6)

Week IX: Mar. 17-19: “Mississippi: Is this America?”
Collier-Thomas and Franklin, *Sisters in the Struggle* (Ch. 7-9)

**Reserve: The Eyes on the Prize Civil Rights Reader** pgs. 176-189 and *Women and the Civil Rights Movement* pgs. 280-291.

Week X: Mar. 24-26: “Cooperation and Conflict”
Robnett, *How Long?* (Ch. 9)

Week XI: Mar./Apr. 31-2: “From Civil Rights to Black Power”: A Fundamental Shift
Collier-Thomas and Franklin, *Sisters in the Struggle* (Chpts. 10-13)
Each student is required to write a 10-15 page research synopsis paper of your choice (with professor approval) on an African American female activist. Students must schedule a meeting with the professor to present their selection no later than February 10th. Each paper must discuss the ideology of the leader chosen, their impact upon America, as a whole, and the African American struggle for social and political equality in particular. One must consider certain questions: Was the individual successful in their overall goals and objectives? If they were successful in their areas of struggle/leadership, in what ways were they successful? If they were not successful, why did they fail? If you believe it is not as cut and dry as this, explain why. Also, what is the individual’s overall legacy and how did they alter American history? I do not want you to take a book report approach; you should provide a critical analysis of the individual’s leadership style and ideology along with a clear and supported thesis. The sources used, primary and secondary, will be extremely important regarding the strength of your research analyses.

At all cost, avoid generalizations and support your position with a liberal use of examples (documented) and facts to support any conclusions made and any arguments presented. All papers must be typed double-spaced, clearly written, and use 12 point font and Times New Roman Script. Grammatical errors and misspelled words will hurt your overall grade. Be sure to look over your work and correct any mistakes before turning in the final draft. All papers must be stapled, contain a coversheet and signed with the student’s name clearly visible or it will not be accepted. By signing the cover sheet, each student is acknowledging that the work is his or her own and that they have not engaged in any unethical practices concerning the writing of the paper. Upon the professor’s request, students will submit their paper via email. Please feel free to consult with the professor at any point during the semester. I also encourage students to take advantage of the services offered by the writing center regarding this assignment.
Plagiarism and Citation: In this course, you are required to cite sources for any material quoted or paraphrased in any written work or assignment. Please use either the Chicago or Turabian style manuals for citations. I require that students use footnotes rather than endnotes or parenthetical citation formats. Again, this course operates under an established and ENFORCED system of ACADEMIC INTEGRITY. Please feel free to contact the professor if you have any questions.

Book Review Requirements:

Book reviews should do more than inform the reader as to what the book is about. Truly effective book reviews provide a critical analysis of the author’s core argument(s) and the ideological structure of the book. In the reviews that you will write for this class, you must provide a clear and well-written analysis of the two books presented. Each review should clearly define the author’s argument, discuss strengths and weaknesses, as well as provide commentary on the overall presentation and effectiveness of the work. I do not simply want you to regurgitate what the author has written nor do I want you to merely summarize the books; each review should showcase your ability to critically analyze historical arguments, identify suppositions and dissect points of view. Both reviews should also discuss the relevancy of the arguments and solutions the authors present for the problems of their time to those same problems today or whether you believe the issues discussed continue to be problematic.
Course Information

Subject Prefix and #  AFST 3300  TCCN (If applicable)  

Title (29 characters or fewer):  African American Leaders of the 20th Century

Dept. Administrative Code  1735  CIP Code  05.0201.00

Course Level (UG, GR, DR, or SP):  UG

Will this course be taught during a part of term in addition to a full 16-week term? (Y/N): 

If so, what term length will this course be taught in? (e.g., 8 weeks)  4 week summer

How many times may the course be taken for credit? (Please indicate 1-9 times):  1

Should the course be exempt from the “Three Repeat Rule?” (Y/N):  N

Grading Mode:  __X___ Standard  _____ Pass/Fail  _____ Audit

Description (600 characters maximum):  This course focuses on African American leaders and thus provides students with a greater understanding of the overall struggle African Americans waged by examining the thought processes and ideas of some of its most outspoken and sometimes controversial leaders.

Contact Hours (per week):  ___3__ Lecture Hours  _____ Lab Hours  _____ Other

Types of Instruction (Schedule Type):  (Underline all types of instruction which reflect how the course should be scheduled in Banner.):

A Lecture  H Thesis
B Laboratory  I Dissertation
C Practicum  K Lecture/Lab Combined
D Seminar  O Discussion or Review (Study Skills)
E Independent Study  P Specialized Instruction
F Private Lesson  Q Student Teaching

Equivalent Courses

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Prerequisite Course(s)

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<th>Course Number</th>
<th>Concurrent Enrollment Permitted? (Y/N)</th>
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<th>Course Number</th>
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Restrictions

Indicate which of the following registration restrictions should be implemented:

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<th>Minimum Score</th>
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<tr>
<td>Placement Test</td>
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<tr>
<th>Restriction</th>
<th>Yes/No</th>
<th>Classes Permitted</th>
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<tbody>
<tr>
<td>Classification</td>
<td>Y</td>
<td>So., Jr., Sr. (Adv. Fr. with AFST Director's approval)</td>
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Rationale for Adding the Course

Briefly describe the rationale for adding this course.

At present, there is no undergraduate course at UTEP that examines African American social, political, and cultural leadership during the 20th century and their impact upon the Black Freedom movement. A course examining African American leadership during some of the most volatile periods in this country’s history, will provide students with a greater understanding of the overall struggle African Americans waged by examining the thought processes and ideas of some of the Movement’s most outspoken and sometimes controversial leaders.
I. **Professor’s Information**
   Name: Dr. Michael Williams
   Course Location: **LART 207**
   Course Meeting Times: Tues/Thur. 1:30-2:50 p.m.
   Office Location: **LART, Rm 401**
   Office Hours: Tuesdays/Thursdays 9:00-10:30 a.m. and by appointment
   Phone number: 747-7822
   E-mail: mvwilliams@utep.edu

II. **Course Description:**
   The study of African American historical progress and development remains an integral piece of the American developmental landscape. By focusing on African American leaders, this course provides for a greater understanding of the overall struggle African Americans waged by examining the thought processes and ideas of some of its most outspoken and sometimes controversial leaders. Noted historian Dr. John Henrik Clarke argues that the significance of history is its importance as a starting point “that people use to tell their time of day. Furthermore, it] is a compass they use to find themselves on the map of human geography. It tells them where they are, but more importantly, what they must be.” By focusing on the ideas and thought processes of African American leaders, students will gain a better understanding of the overall struggle against inequality and racism and the ideological origins of the larger movements of the 1950s and 1960s.

   As students, by the conclusion of the course you will:

   A. Have a sound grasp of the social, cultural, ideological and political aspects associated with African American leadership from the late 19th century through the 20th century and their impact upon the development of this country.
   B. Identify pertinent African American leaders, describe their specific philosophies and be able to discern the success, failure and opposition resulting from their ideas and methodologies.
   C. Be able to apply critical analysis to required reading and writing assignments and to apply the same skills for dissecting presented social and historical problems.
   D. Learn research methodologies and proper citation skills as well as the art of public speaking and research presentation.
   E. Write a research paper that address specific issues and present a solid argument supported by facts and examples.
Academic Objectives:
   a.) Gain basic knowledge of the time period and the life experiences of those involved
   b.) Enhance critical thinking skills and its application towards dissecting and understanding
       the significance and impact of historical issues and leaders

III. Required Readings:

Students should purchase the required readings at the very start of the semester to avoid
difficulties resulting from availability issues. Any student who has trouble locating the material
must notify the professor immediately. Lack of a book, however, does not equal a legitimate
excuse for incomplete work.

Required Readings:

- John Hope Franklin and August Meier, eds., *Black Leaders of the Twentieth Century*
- August Meier, *Negro Thought in America, 1880-1915: Racial Ideologies in the Age of*
- Jacqueline Jones Royster, ed, *Southern Horrors and Other Writings: The Anti-Lynching*
  *Campaign of Ida B. Wells, 1892-1900* (Boston: Bedford Books, 1997)
  Press, 2008)
- Carter G. Woodson, *The Miseducation of the Negro* (Radford, Virginia: Wilder
  Publications, 2008)

****Readings listed as Reserve derive from the book *Major Problems in African American History* by Thomas Holt and Elsa Brown and will be available for student checkout (2hr limit) at the circulation desk of the University Library. ****

Exam Booklets: Two Blue Books must be turned in to the professor by August 31, 2017

Course Requirements: Students are required to attend each class meeting, read all assignments
with a critical eye and complete all written work when given. Students can expect absences to
negatively affect their overall grade. If a student has to miss a class, she or he must present an
official document of excuse; all excuses will be filed away and reexamined at the end of the
semester. It is important that students (if at all possible) avoid missing any classes. Students with
disabilities, verified through The Center for Accommodations and Support Services
(CASS), should notify the professor immediately of any required classroom accommodations.

Grades:

There will be a total of two major essay exams: a Midterm and a Final worth 100 points each.
Each student will write a 2-3 page book review essay on W.E.B. Du Bois’s, *The Souls of Black
Folk* and Carter G. Woodson’s *The Mis-education of the Negro* worth 50 points each (100 points
total) and a 10-12 page research synopsis paper on a specific African American leader approved
by the professor. Each student will also conduct a 10-15 minute in-class presentation of their research topic (complete with PowerPoint or other presentation display) with both the paper and the presentation worth a combined 100 points. Presentations will be conducted during the last three weeks of the semester. There will also be five in-class lecture quizzes comprised of identification/short answer and fill in the blank questions worth 50 points total. Students will also have an attendance/participation grade worth 50 points. Students have a total of 500 possible points over the semester.

Total Points earned: Final Grade:
500-450 A
449-400 B
399-350 C
349-300 D
299- F

Evaluation Values:
Midterm Exam: 100 points Review Essay #1: 50 points
Final Exam: 100 points Review Essay #2: 50 points
Research Paper: 70 points Research Presentation: 30 points
Five quizzes: 10 points each Attendance (15 points)/Participation (35 points): 50 points

The grading scale used for this course reflects the standard A through F scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F. To calculate your final grade I will add the total number of points scored on all assignments and divide that number by the total number of points possible. I will not percentage anything as everything is weighted the same.

Examination Makeup Policy:

If you miss an assignment because of a legitimate excuse (supported by documentation) you must contact the professor immediately to schedule a makeup test. Students have one day after the day of the missed exam to make it up, after that he or she will earn a zero on the assignment unless an extended rescheduling period has been agreed upon. If a student has a problem with an earned grade on an assignment, she or he must wait 24 hours before meeting with the professor to discuss it.

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.
IV. Class Behavior:

Absence and Tardiness:

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Due to the nature of this course, student participation is paramount. As a result, the class is structured to initiate student participation and to provide opportunities to engage in meaningful dialog regarding specific historical circumstances and events related to African American history. Although lectures make up a large part of the class structure, the overall objective is to create an environment conducive to the expansion of ideas, arguments, and subjects introduced
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**Important Dates:**

- **Exam # 1** …………………………………………………………………... September 26
- **Review Essay # 1 (Woodson)** ………………………………………October 5
- **Review Essay # 2 (Du Bois)** ………………………………………October 31
- **Research Synopsis Paper** ………………………………………November 3
- **Holiday** ……………………………………………………………September 4, 2017
- **Holiday (Thanksgiving)** ……………………………………………November 24-28, 2017
- **Final Exam** …………………………………………………………TBA.

**V. Class Schedule for Required Readings and Assignments:** (Schedule subject to changes.)
The following outlines the completion dates for each reading assignment so that students are prepared to participate in class discussions and follow the course of the lectures.

**Week I: Aug. 22-24:** **Course Introduction/ African American Political Experiences, “The Heritage of Reconstruction”**
August Meier, *Negro Thought* (Ch. 1)

**Week II: Aug. 29-31:** African American Political Experiences, “The Heritage of Reconstruction”
August Meier, *Negro Thought* (Ch. 1) Jacqueline Jones Royster, ed. *Southern Horrors*, Part I

**Week III: Sep. 5-7:** “Ideologies in Flux”: Accommodationism vs. Confrontationism
Meier, *Negro Thought* (Chpts. 2-3)

**Week IV: Sep. 12-14:** “Ideologies in Flux” contd.
Meier, *Negro Thought* (Ch. 7)

**Week V: Sep. 19-21:** “Self-Help and Racial Solidarity”
Meier, *Negro Thought* (Ch. 8-9)
Week VI: Sep. 26-28: “The Lynching Factor”
Royster, *Southern Horrors*, Part II

John Hope Franklin and August Meier, eds., *Black Leaders of the Twentieth Century* (Ch. 3) and Royster, *Southern Horrors*, Part II
**Handout Provided:** *Vicksburg Evening Post*, “Most Horrible: Details of the Burning at the Stake of the Holberts”

**Part II. The Rise of Political Protest: From W.E.B. Du Bois to Fannie Lou Hamer**

Week VIII: Oct. 10-12: “The Divided Mind”
Meier, *Negro Thought* (Chpts.10-11)

Meier and Franklin, *Negro Thought* (Ch.12) and *Black Leaders* (Ch. 4)
**Reserve:** “The Niagara Men Pledge Themselves to Persistent Agitation, 1905,” pgs. 162-163; Winston James’s “Race Consciousness and Radicalism,” pgs. 177-183; and “Maggie Lena Walker Talks to Black Men about Racial Responsibility,” pgs. 163-167.

Week X: Oct. 24-26: In Hot Pursuit of Democracy and the 1920s
Meier and Franklin, *Negro Thought*, (Ch. 9) and *Black Leaders* (Ch. 6)
**Reserve:** “Marcus Garvey Assesses the Situation for Black People, 1922,” 169-170.

Week XI: Oct. 28-30: The “American Dilemma:” the Pre-Civil Rights Movement Leadership
Franklin and Meier, *Black Leaders* (Chpts. 7-10)

Week XII: Oct./Nov. 31-2: The “American Dilemma:” contd.
Meier, *Negro Thought* (Ch. 14)

Week XIII: Nov. 7-9: Civil Rights, Direct Action, the Pivotal 1960s and the “Black Revolution”
Franklin and Meier, *Black Leaders* (Chpts. 12-13)
**Reserve:** “Martin Luther King, Jr., Writes from His Jail Cell, 1963,” 289-291 and “Malcolm X Defines Revolution, 1963,” 293-294. **Class Presentations**

Week XIV: Nov. 14-16: Civil Rights, Direct Action, the Pivotal 1960s and the “Black Revolution” Continued
Franklin and Meier, *Black Leaders* (Chpts. 14-15)
**Reserve:** “Martin Luther King, Jr., Writes from His Jail Cell, 1963,” 289-291 and “Malcolm X Defines Revolution, 1963,” 293-294. **Class Presentations**

Week XV: Nov. 23-26: THANKSGIVING BREAK
Student Showcase of the Semester’s Research Outcome:

Week XVI: Nov. 28-30: **Class Presentations/ Review and Course wrap-up**

****FINAL EXAM: TBA ****

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Research Synopsis Paper (email attachment and hardcopy): Due November 3, 2017

Each student is required to write a 10-12 page research synopsis paper on an African American leader of your choice. Students must schedule a meeting with the professor to present their selection no later than September 4th. Each paper must discuss the ideology of the leader chosen, their impact upon America or their community, as a whole, and the African American struggle for social and political equality in particular. One must consider certain questions: Was the individual successful in his or her overall goals and objectives? If successful in their areas of struggle/leadership, in what ways were they successful? If they were not successful, why did they fail? If you believe it is not as cut and dry as this, explain why. Also, what is the individual’s overall legacy and how did they alter American history? **I do not want you to take a book report approach;** you should provide a critical analysis of the individual’s leadership style and ideology along with a clear and supported thesis. The sources used, primary and secondary, will be extremely important regarding the strength of your research analyses.

At all cost, avoid generalizations and support your position with a liberal use of examples (documented) and facts to support any conclusions made and any arguments presented. All papers must be typed double-spaced, clearly written, and use **12 point font and Times New Roman Script.** Grammatical errors and misspelled words will hurt your overall grade. Be sure to look over your work and correct any mistakes before turning in the final draft. **All papers must be stapled, contain a coversheet and signed with the student’s name clearly visible or it will not be accepted.** By signing the cover sheet, each student is acknowledging that the work is his or her own and that they have not engaged in any unethical practices concerning the writing of the paper. Please feel free to consult with the professor during the semester. **I also encourage students to take advantage of the services offered by the writing center regarding this assignment.**

**Plagiarism and Citation**: In this course, **you are required to cite sources for any material quoted or paraphrased material in any written work or assignment.** Please use either the Chicago or Turabian style manuals for citations. I require that students use footnotes rather than endnotes or parenthetical citation formats. **Again, this course operates under an established and ENFORCED Honor Code system.** Please feel free to contact the professor if you have any questions.

**Book Review Requirements:**

Book reviews should do more than inform the reader as to what the book is about. Truly effective book reviews provide a critical analysis of the author’s core argument and the ideological structure of the book. In the reviews that you will write for this class, you must
provide a clear and well-written analysis of the two books presented. Each review should clearly define the author’s argument, discuss strengths and weaknesses, as well as provide commentary on the overall presentation and effectiveness of the work. I do not simply want you to regurgitate what the author has written nor do I want you to merely summarize the books; each review should showcase your ability to critically analyze historical arguments, identify suppositions and dissect points of view. Both reviews should also discuss the relevancy of the arguments and solutions the authors present for the problems of their time to those same problems today or whether you believe the issues discussed continue to be problematic.
Course Information

Subject Prefix and #  AFST 3301  TCCN (If applicable)  

Title (29 characters or fewer):  The Modern Civil Rights Movement  

Dept. Administrative Code  1735  CIP Code  05.0201.00  

Course Level (UG, GR, DR, or SP):  UG  

Will this course be taught during a part of term in addition to a full 16-week term?  (Y/N):  
If so, what term length will this course be taught in?  (e.g., 8 weeks)  4 week summer  

How many times may the course be taken for credit? (Please indicate 1-9 times):  1  

Should the course be exempt from the “Three Repeat Rule?” (Y/N):  N  

Grading Mode:  X Standard  Pass/Fail  Audit  

Description (600 characters maximum):  An examination of the antecedents leading to the modern civil rights period and the role of African Americans in the struggle for equality and the resistance movements, both political and covert, they engendered.  

Contact Hours (per week):  3 Lecture Hours  Lab Hours  Other  

Types of Instruction (Schedule Type):  (Underline all types of instruction which reflect how the course should be scheduled in Banner.):  

A Lecture  B Laboratory  C Practicum  D Seminar  E Independent Study  F Private Lesson  G Lecture/Lab Combined  H Thesis  I Dissertation  K Lecture/Lab Combined  L Discussion or Review (Study Skills)  M Specialized Instruction  N Student Teaching  

Equivalent Courses  

Course Number  

Prerequisite Course(s)  

Course Number  Concurrent Enrollment Permitted? (Y/N)  Minimum Grade Required  


Corequisite Course(s):

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Restrictions

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<td>So., Jr., Sr. (Adv. Fr. with AFST Director's approval)</td>
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Rationale for Adding the Course

Briefly describe the rationale for adding this course.

At present, there is no undergraduate course at UTEP that analyzes the inner workings and grassroots leadership of the Modern Civil Rights movement and the impact it had upon the sociopolitical development and evolution of this nation.
I. Professor’s Information

Name: Dr. Michael Williams
Course Location: LART 207
Course Meeting Times: Tues/Thur. 1:30-2:50 p.m.
Office Location: LART, Rm 401
Office Hours: Tuesdays/Thursdays 9:00-10:30 a.m. and by appointment
Phone number: 747-7822
E-mail: mvwilliams@utep.edu

II. Course Description:

The objective of this course is to provide students with not only an understanding of the modern Civil Rights movement but the meaning of civil rights struggle in the United States during the 20th century. The course will also examine the antecedents leading to the modern civil rights period and examine the role of African Americans in the struggle for equality and the resistance movements, both political and covert, they engendered. Although many scholars mark the beginning of the modern Civil Rights movement with the advent of the Brown decision or with the lynching of Emmett Till, this course pays close attention to events happening prior to the 1950s that laid the groundwork for what transpired from Brown forward. Throughout the course specific attention will be placed upon the varied tactics/strategies African-Americans implemented in the struggle for civil rights and the role/reaction of federal and state agents or agencies during the movement from the perspective of political and social history. Much of the focus will be on the two prongs of the Civil Rights movement: the top-down reaction of the federal government and its policies concerning civil rights and grassroots mobilization that exerted pressure on the federal government to act. This course utilizes a variety of mediums (video and documentary clips, period music, oral expressions, speeches and first-person accounts and recollections, etc.) to get at the heart of the Civil Rights movement through the lives of those most at its center.

By the end of the course, students will have a sound grasp of the social, cultural, and political impact and meaning of the Civil Rights movement during the 20th century and be able to think critically about significant historical issues regarding African Americans’ social, economic and political struggle.

Academic Objectives:

a.) Gain basic knowledge of the time period and the life experiences of those involved.
b.) Enhance critical thinking skills and its application towards dissecting and understanding the significance and impact of historical issues.

III. Required Readings:

Students should purchase the required readings at the very start of the semester to avoid difficulties resulting from availability issues. Any student who has trouble locating the material must notify the professor immediately. Lack of a book, however, does not make for a legitimate excuse for incomplete work.

Required Readings:


Calvin White, Jr., *The Rise to Respectability: Race, Religion and the Church of God in Christ*, 2012


***Reserve readings will be available for student checkout at the circulation desk of the University Library. ****

Exam Booklets: Three Blue Books must be turned in to the professor by January 28

Course Requirements: Students are required to attend each class meeting, read all assignments with a critical eye and complete all written work when given. Students can expect absences to negatively affect their overall grade. If a student has to miss a class, she or he must present the professor with an official document of excuse; all excuses will be filed away and reexamined at the end of the semester. It is important that students (if at all possible) avoid missing any classes. Students with disabilities, verified through The Center for Accommodations and Support Services (CASS), should notify the professor immediately of any required classroom accommodations.

Grades: There will be a total of two major essay exams and a Final worth 100 points each, two book exams worth 60 points, a 8-10 page critical analysis paper worth 100 points and a series of course quiz assignments and an attendance/participation grade worth 40 points combined. Students have a total of 500 possible points over the course of the semester.
Total Points earned: Final Grade:
500-450 A
449-400 B
399-350 C
349-300 D
299- F

The grading scale used for this course reflects the standard A through F scale: 100-90= A; 89-80= B; 79-70= C; 69-60= D; 59 and below = F. To calculate your final grade I will add the total number of points scored on all assignments and divide that number by the total number of points possible. I will not percentage anything as everything is weighted the same.

Examination and Makeup Policy:
Each exam will be divided into two sections: identification/short-answer and essay. If you miss an exam, quiz, or assignment because of a legitimate excuse (supported by documentation) you must contact the professor immediately to schedule a makeup test. Students have a one-day window after the day of the missed exam to make it up, after that he or she will earn a zero for the examination unless an extended rescheduling period has been agreed upon. If a student has a problem with an earned grade on an exam, she or he must wait 24 hours before meeting with the professor to discuss it.

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Important Dates:
Exam # 1…………………………………………………………… February 27th
Reading Exam # 1 (SNCC)……………………………………..March 8th
Exam# 2…………………………………………………………..March 29th
Reading Exam # 2 (The Rise to Respectability)………………..April 12th
Critical Analysis Paper (Ella Baker)………………………….April 19th
Holiday (Spring Break)………………………………………..March 12-16, 2018
Cesar Chavez Day……………………………………………..March 30, 2018
Final Exam……………………………………………………TBA

V. Class Schedule for Required Readings and Assignments: (Syllabus/Schedule subject to changes.) The following outlines the completion dates for each reading assignment so that students are prepared to participate in class discussions and follow the course of the lectures
Week I: Jan.16-18: **Course Introduction/ discussions**  
Sitkoff (Ch. 1)

Week II: Jan. 23-25: “Origins of the Movement”  
Sitkoff (Ch. 1) and Civil Rights Reader: pgs.1-34

Week III: Jan/Feb. 30-1 “From Money Mississippi to Montgomery, Alabama: Race and Organization”  
Sitkoff (Ch. 2) and **Civil Rights Reader:** pgs.37-41, 44-53, 57-60

Week IV: Feb. 6-8: “The Meaning of Little Rock, Arkansas in 1957”  
**Civil Rights Reader:** pgs. 97-106 (*Discussion of A Death in the Delta*)

Sitkoff (Ch 3) and **Civil Rights Reader:** pgs.107-16, 130-132

Sitkoff (pgs 88-103) and **Civil Rights Reader:** pgs.124-130

Week VII: Feb/Mar. 27-1:“From Albany to Birmingham, AL: Project Confrontation and the Practice of Mass Marching”  
Sitkoff (Ch. 5) and **Civil Rights Reader:** pgs. 133-165

Week VIII: Mar. 6-8: “From Freedom Summer, Mississippi to Selma, Alabama: The Struggle of Intensity”  
Sitkoff (pgs.103-117, Ch. 6) and **Civil Rights Reader:** pgs. 176-189, 200-01, 221-27

**Civil Rights Reader:** pgs. 190-203, 248-262, 409-426 and Chapter 7 “Two can Play that Game: The Gauntlet Toss” in *Medgar Evers: Mississippi Martyr (Reserve)* (**Spring Break Week but return having read the material**)  

Week X: Mar. 20-22: “Medgar, Malcolm and Martin” continued

Sitkoff (pgs. 194-204) **Civil Rights Reader:** pgs. 333-38, 345-61

Week XII: Apr. 3-5: “Black Power, Black Panthers and the meaning of Blackness”  
continued
   Sitkoff (Ch. 7)

Week XIV: Apr. 17-19: “The Struggle Continuum”
   Sitkoff (Ch. 8)

Week XV: Apr. 24-26: “The Civil Rights Movement Thoughts and Conclusions”
   Civil Rights Reader: pgs. 705-722 (Last class day/review)

****FINAL EXAM: TBA ****

Ella Baker Paper Assignment: Due, April 19, 2018

Based on your reading of Barbara Ransby’s *Ella Baker*, incorporate into your critical analysis answers to the following: Why did the author choose this title? What is the purpose of this work and its strengths and weaknesses? What was the struggle like and who were the key leaders and their contributions to the Civil Rights struggle. Finally, what were your reactions to the book? This paper, although only 8-10 pages in length, should be well-thought out and presented. **I do not want a book report;** you should provide a critical analysis of the work along with a clear and supported thesis. Avoid generalizations and support your position with a liberal use of examples (documented) to support any conclusions made. All papers must be typed double spaced, clearly written, and use **12 point font and Times New Roman Script.** Grammatical errors and misspelled words will hurt your overall grade. Be sure to look over your work and correct any mistakes before turning in the final draft. **All papers must be stapled, contain a coversheet with the and the student’s name clearly visible or it will not be accepted.** Please feel free to consult with me during the semester. **I also encourage students to take advantage of the services offered by the writing center regarding this assignment.**

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## Minor in African American Studies

### Current Degree Plan

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### Proposed Degree Plan

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