

Term Information

Effective Term Autumn 2021
Previous Value Autumn 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The Department of African American and African Studies and History would like to offer a 100% online version of AFAMAST 3083 and History 3083.

What is the rationale for the proposed change(s)?

AFAMAST and HISTORY 3083 is a very popular course among OSU students. Adding a second delivery mode allows the Departments to reach an even larger audience. Additionally, this course is an elective for a couple of certificates. Therefore we believe creating a distance learning version will enable students to more efficiently complete the certificate requirements.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3083
Course Title	Civil Rights and Black Power Movements
Transcript Abbreviation	Cvl Rghts Blk Pwr
Course Description	Examines the origins, evolution, and outcomes of the African American freedom struggle, focusing on the Civil Rights and Black Power movements. Sometimes this course is offered in a distance-only format.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110.xx, or permission of instructor.
Exclusions Not open to students with credit for History 3083.
Electronically Enforced No

Cross-Listings

Cross-Listings Cross-listed in History.

Subject/CIP Code

Subject/CIP Code 54.0102
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Historical Study; Social Diversity in the United States
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will be familiarized with the people, places, and events of the Civil Rights Movement. The process by which seemingly powerless people organized to transform the society in which they lived, and the way the nation as a whole responded.

Content Topic List

- Brown Decision
- Montgomery Bus Boycott
- Martin Luther King, Jr.
- Black Panther Party
- SNCC and Student Organizing
- Nonviolence and Self-Defense
- Malcolm X
- Urban Uprisings
- Civil Rights Legislation
- Freedom summer

Sought Concurrence No

COURSE CHANGE REQUEST
3083 - Status: PENDING

Last Updated: Haddad,Deborah Moore
01/27/2021

Attachments

- GE_Assessment_Form_AAAS_AU20_3083.docx: GE Assessment Form
(GEC Course Assessment Plan. Owner: Beckham,Jerrell)
- AFAMAST 3083 ACT Tech Review Sheet.docx: ACT Tech Review Sheet
(Other Supporting Documentation. Owner: Beckham,Jerrell)
- 3083 syllabusCivilRightsandBlackPowerSP21.docx: In Person Syllabus
(Syllabus. Owner: Beckham,Jerrell)
- AFAMAST 3083_ONLINE.docx: Online Syllabus
(Syllabus. Owner: Beckham,Jerrell)

Comments

- See panel feedback sent on 9-28-20. *(by Vankeerbergen,Bernadette Chantal on 09/28/2020 06:09 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham,Jerrell	07/31/2020 01:54 PM	Submitted for Approval
Approved	Skinner,Ryan Thomas	07/31/2020 02:21 PM	Unit Approval
Approved	Heysel,Garett Robert	08/03/2020 07:45 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/28/2020 06:10 PM	ASCCAO Approval
Submitted	Beckham,Jerrell	01/27/2021 10:46 AM	Submitted for Approval
Approved	Skinner,Ryan Thomas	01/27/2021 10:49 AM	Unit Approval
Approved	Haddad,Deborah Moore	01/27/2021 11:57 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/27/2021 11:57 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: AFAMAST 3083

THE CIVIL RIGHTS AND BLACK POWER MOVEMENTS

TERM FALL 2020

COURSE OVERVIEW

Instructor

Instructor: Dawn Chisebe

Email address: chisebe.1@osu.edu

Phone number: 8042003643

Online Office hours: By Appointment via CarmenConnect text, audio, and video chat

Office Location: University Hall 386E

Course Coordinator

Dawn Chisebe

Course description

The Civil Rights Movement is one of the most significant social and political developments in American history. The African American pursuit of equality has been long and arduous. While this quest can be said to start on the shores of Africa we will start our examination during the Civil War era; quickly moving to the “nadir”; and the New Deal and World War II era activism. We will then examine what has been called the “high tide” of the Civil Rights Movement, 1955-65. This era largely conducted in the South was initially led by an older generation of activists who were quickly overtaken by young people (largely students) and working people who wanted “freedom” now. As the South began to respond to the activist phase, the conflict shifted to the North where victories were few. The sluggishness of the northern response led to the urban uprisings of the 1960s and the cries of “Black Power.” These tensions, in turn, led to a splintering of the movement but not its end. And indeed, largely due to the voter suppression attempts around the nation as well as the recent spate of police encounters, the Movement is being re-invigorated.

Course learning outcomes

By the end of this course, students should successfully be able to:

- To understand how past events are studied and how they influence today's society and the human condition.
- To recognize the pluralistic nature of institutions, society, and culture in the Africa and across the world in order to become educated, productive, and principled citizens.
- To acquire the skills necessary to construct an integrated perspective on history and the factors that shape human activity.
- To describe and analyze the origins and nature of historical issues.
- To speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas within their historical contexts.

GE Course Information

- Diversity: Social Diversity in the United States
 - Goals
 - Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens
 - Expected Learning Outcomes
 - Students describe and evaluated the roles of such categories as race, gender, and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
 - Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
- Historical Study
 - Goals
 - Students recognize how past events are studied and how they influence today's society and the human condition.
 - Expected Learning Outcomes
 - Students construct an integrated perspective on history and the factors that shape human activity.
 - Students describe and analyze the origins and nature of contemporary issues.
 - Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Course materials

Required

Malcolm X, *The Autobiography of Malcolm X as told to Alex Haley*

Assata Shakur, *Assata Shakur: An Autobiography*

Huey Newton, *To Die for the People*

Elaine Brown, *A Taste of Power: A Black Woman's Story*

Additional readings will be provided as handouts or as documents on the Carmen course page.

All books are available at the campus bookstore and can also be ordered online.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Streaming vis drm.osu.edu

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
Discussion Board Posts	30
Midterm	20
Final	20
Paper One: Malcolm X (or) Elaine Brown	12.5
Paper Two: Huey Newton (or) Assata Shakur	12.5
Carmen Quiz	5
Total	100

See course schedule, below, for due dates

Assignment information

Discussion Board

Each week you must make at least one initial post and one response post related to that week's readings. The instructor will also engage in discussion by posting a topic that students can choose to respond to and engaging with the responses. At the end of each week the instructor will provide a written response that places the discussions in the proper historical context and offer feedback on the topics explored.

Length:

Initial posts need to be at least 250 words in length and must be posted by 11:59pm on Tuesday of each week. You must also include at least one question for classmates to respond to, the question should be well thought out and require some critical thinking skills.

Response posts need to be at least 150 words in length and must be posted by 11:59pm on Friday of each week.

Substance:

A substantive post consists of a well-thought-out response to the question or prompt. It should respond to the prompt in a way that clearly supports a position, begins a new line of thought, or somehow adds to the discussion by critically reflecting on what is being discussed or moving the discussion in a related direction. Replies to classmates' posts should likewise be substantive. Simple replies like, "I agree, your point was well taken" or "I understand your point of view," general comments on the quality of the original post, or simply restating the idea of the person you are responding to do NOT qualify as substantive posts. In addition to being substantive, it is important to recognize that although this is a "discussion," certain linguistic conventions are not appropriate in written form. As our discussion takes place in a written format, it is expected that you will take time to formulate your ideas, organize them, and compose them in the formal style you would use in a term paper.

Exams:

Both the midterm and final exam that will both consist of 2-3 IDs and 1 essay question. Once you open the exam you will have 24 hours to submit your responses to the drop box. Each response will need to include appropriate in-text citations and include details from the texts as well as information gleaned during our discussion posts. Exams will be proctored utilizing Proctorio via our Carmen site.

1. Each ID needs to be *at least* two paragraphs in length and must address the "who, what, when, where, and significance" of the term. *Why* is the term important? What impact has the term had on this time period in Black history?
2. Your essays need to be a full essay of at least 5-7 paragraphs. In must include an introduction, at least 3 body paragraphs and a conclusion.
3. You must have appropriate citations throughout.

Papers:

You are required to write two papers over the course of semester. Please reference the writing guidelines post on Carmen to ensure that they are written properly. No late papers will be accepted. Students will be expected to schedule a time to meet with the instructor virtually to discuss the progress of their papers at least once during the semester and at least 5 days prior to the papers due date.

Carmen Quiz:

You will be required to complete a Carmen Quiz showing understanding of our course site and requirements by the end of our first week of class.

Course Interaction:

This course takes place entirely online, therefore the ways that we communicate with one another will primarily be through written comments, ie: copious feedback on all written assignments, regular feedback via the discussion board, and announcements at least twice a week with class feedback and things to think about. There were also be weekly Zoom recording posted, located in the announcements each Monday morning which will include: things to think about for the upcoming week, verbal class feedback, and context for the upcoming week. At the beginning of the semester I will send out a doodle poll for those who want to participate in an OPTIONAL weekly discussion via zoom. These discussions will be recorded and posted (with a written transcript) for those who are unable to attend.

Late assignments

Late assignments are not accepted. You should not wait until the last moment to submit assignments/exams. It is your responsibility to ensure that you have a working internet connection and a computer that will be functioning. You should always know where the nearest space is with wi-fi and available computers in the case that you have an issue. These are NOT acceptable excuses for late assignments, therefore, late assignments will not be accepted.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST THREE TIMES PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
All live moments of our course, including my office hours, are optional. For live discussion, I will provide a recording that you can watch later, these will be scheduled once our class has filled out a poll for scheduling since there are no class times listed for this course in buckeyelink. If you are required to discuss an assignment with me, please contact me at the beginning of the week so that we can schedule an appointment. (See explanation in "Course Interaction" section above)
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As participation, each week you can expect to post at least two times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Exams:** You must complete the midterm and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should utilize either MLA or Turabian style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Student Academic Services

Link for academic services offered on campus as well as a campus map.

<http://advising.osu.edu/welcome.shtml>

<http://ssc.osu.edu>

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	<p>Aug 25-28</p> <p>Introductions</p>	<p>Review of Course</p> <p>Read:</p> <p>Ta-Nehisi Coates, “Trayvon Martin and the Irony of American Justice,” <i>The Atlantic</i>, July 15, 2013 [on Canvas]</p> <p>“Say Her Name: Resisting Police Brutality Against Black Women” –excerpt- [on Canvas]</p> <p>Jelani Cobb, “The Matter of Black Lives: A new kind of movement found its moment. What will its future be?” <i>New Yorker Magazine</i>, March 14, 2016 [on Canvas]</p> <p>Upload:</p> <p>DB #1 Due (Aug 28) Carmen Quiz (Aug 28)</p>
2	<p>Aug 31-Sept 4</p> <p>Love Letters to the Frontline</p>	<p>Read:</p> <p>James Baldwin, “My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of Emancipation” [on Canvas]</p> <p>Martin Luther King Jr., “Eulogy for the Martyred Children” [on Canvas]</p> <p>Combahee River Collective, “Combahee River Collective Statement” [on Canvas]</p> <p>Upload:</p> <p>DB#2 Due (9/4)</p>
3	<p>Sept 7-11</p> <p>Groundwork</p>	<p>Read:</p> <p>Sundiata Keita Cha-Jua and Clarence Lang, “The ‘Long Movement’ as Vampire: Temporal and Spatial Fallacies in Recent Black Freedom Studies,” <i>Journal of African American History</i>, 92:2 (Spring 2007), 265-288. [on Canvas]</p>

		<p>Jacqueline Dowd Hall, “The Long Civil Rights Movement and the Political Uses of the Past,” <i>Journal of American History</i>, 91:4 (March 2005), 1233-1263. [on Canvas]</p> <p>Margo V. Perkins, “Introduction,” from <i>Autobiography as Activism: Three Black Women of the Sixties</i> [on Canvas]</p> <p>Manning Marable, “Prologue: Life Beyond the Legend” from <i>Malcolm X: A Life of Reinvention</i> [on Canvas]</p> <p>Upload:</p> <p>DB#3 Due (9/11)</p>
4	<p>Sept 14-18</p> <p>Malcolm X</p>	<p>Read:</p> <p><i>The Autobiography of Malcolm X</i></p> <p>Upload:</p> <p>DB#4 Due (9/18)</p> <p>Paper Option #1 (9/18)</p>
5	<p>Sept 21-25</p> <p>King</p>	<p>Read:</p> <p>Martin Luther King, Jr., “Letter from a Birmingham Jail” “Nonviolence: The Only Road to Freedom” “The Time for Freedom Has Come” “In a Word: Now” “Negroes Are Not Moving Too Fast” “The American Dream”</p> <p>Rosa Parks, “‘Tired of Giving In’: The Launching of the Montgomery Bus Boycott” in <i>Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement</i>, eds. Bettye Collier-Thomas and V.P. Franklin.</p> <p>Watch:</p> <p><i>The 13th</i></p> <p>Upload:</p> <p>DB#5 Due (9/25)</p>

6	<p>Sept 28-Oct 2</p> <p>A Political Education</p>	<p>Read:</p> <p>William Sturkey and Jon Hale, “Introduction” from <i>To Write in the Light of Freedom: The Newspapers of the 1964 Mississippi Freedom Schools</i></p> <p>Danielle L. Maguire, “Chapter 3: ‘Walking in Pride and Dignity’” excerpt from <i>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</i></p> <p>Huey P. Newton, “I. The Party” from <i>To Die for the People</i></p> <p>Eldridge Cleaver, <i>Soul on Ice</i> –excerpt- [on Canvas]</p> <p>Upload:</p> <p>DB#6 Due (10/2)</p> <p>Midterm Exam (10/2)</p>
7	<p>Oct 5-9</p> <p>A Woman’s Place</p>	<p>Read:</p> <p>Elaine Brown, <i>A Taste of Power</i></p> <p>Charles M. Payne, “Men Led, but Women Organized: Movement Participation of Women in the Mississippi Delta” in <i>Women and the Civil Rights Movement: Trailblazers & Torchbearers, 1941-1965</i>, eds. Vicki L. Crawford, Jacqueline Anne Rouse and Barbara Woods.</p> <p>Tiyi Morris, “‘Cause I Love My People’: Sustaining the People and the Movement” from <i>Womanpower Unlimited and the Black Freedom Struggle in Mississippi</i></p> <p>Mamie E. Locke, “Is This America? Fannie Lou Hamer and the Mississippi Freedom Democratic Party” in <i>Women and the Civil Rights Movement: Trailblazers & Torchbearers, 1941-1965</i>, eds. Vicki L. Crawford, Jacqueline Anne Rouse and Barbara Woods.</p> <p>Maguire, “Chapter 7: Sex and Civil Rights,” from <i>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</i>.</p> <p>Upload:</p>

		DB#7 Due (10/9) Paper Option #1 (10/9)
8	Oct 12-16 A Woman's Place Cont'd	<p>Read:</p> <p>Cynthia Griggs Fleming, "Black Women and Black Power: The Case of Ruby Doris Smith Robinson and the Student Nonviolent Coordinating Committee" in <i>Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement</i>, eds. Bettye Collier-Thomas and V.P. Franklin</p> <p>Barbara Ransby, "Mentoring a New Generation of Activists: The Birth of the Student Nonviolent Coordinating Committee, 1960-1961" from <i>Ella Baker and the Black Freedom Movement: A Radical Democratic Vision</i>.</p> <p>Joanne Grant, "Mississippi Politics- A Day in the Life of Ella J. Baker," from <i>The Black Woman: An Anthology</i>"</p> <p>Jewell C. Debnam, "Mary Moultrie, Naomi White, and the Women of the Charleston Hospital Workers' Strike of 1969," <i>Souls</i>, 18:1 (2016).</p> <p>Upload:</p> <p>DB #8 Due (10/16)</p>
9	Oct 19-23 Students of the Movement	<p>Read:</p> <p>Moody, <i>Coming of Age in Mississippi</i>, "Part Four: The Movement."</p> <p>Leigh Raiford, "'Come Let Us Build a New World Together': SNCC and Photography of the Civil Rights Movement" <i>American Quarterly</i>, 59:4 (December 2007), 1129-1157.</p> <p>Jakobi Williams, "The Original Rainbow Coalition" from <i>From the Bullet to the Ballot: The Illinois Chapter of the Black Panther Party in Chicago</i></p> <p>Upload:</p> <p>DB#9 Due (10/23)</p>
10	Oct 26-30 Radical Radicalism and	<p>Read:</p> <p>Assata Shakur, <i>The Autobiography of Assata Shakur</i></p>

	the Carceral State	<p>Heather Ann Thompson, “Introduction: State Secrets” and “Epilogue: Prisons and Power” from <i>Blood in the Water: The Attica Prison Uprising of 1971 and Its Legacy</i></p> <p>Upload:</p> <p>DB#10 Due (10/30)</p> <p>Paper Option #2 (10/30)</p>
11	<p>Nov 2-6</p> <p>Black Power Reconsidered</p>	<p>Read:</p> <p>Huey P. Newton, “II. The People” from <i>To Die for the People</i></p> <p>Lance Hill, “With a Single Bullet,” in <i>The Deacons for Defense: Armed Defense and the Civil Rights Movement</i></p> <p>Martin Luther King, Jr., “Black Power Defined”</p> <p>Alondra Nelson, “Spin Doctors: The Politics of Sickle Cell Anemia” in <i>Body and Soul: The Black Panther Party and the Fight against Medical Discrimination</i></p> <p>Upload:</p> <p>DB#11 Due (11/6)</p> <p>Paper Option #2 (11/6)</p>
12	<p>Nov 9-13</p> <p>Civil Rights Reconsidered</p>	<p>Read:</p> <p>Blair L.M. Kelley, “New York: The Antebellum Roots of Segregation and Dissent” from <i>Right to Ride: Streetcar Boycotts and African American Citizenship in the Era of Plessy v. Ferguson</i></p> <p>Martha Biondi, “Lynching, Northern Style” from <i>To Stand and Fight: The Struggle for Civil Rights in Postwar New York City</i></p> <p>Upload:</p> <p>DB#12 Due (11/13)</p>
13	<p>Nov 16-20</p> <p>Endings and Beginnings</p>	<p>Read;</p> <p>Martin Luther King Jr., “Where Do We Go From Here?”</p>

		<p>Robyn C. Spencer, “I Am We”: The Demise of the Black Panther Party, 1977-198” from <i>The Revolution Has Come: Black Power, Gender, and the Black Panther Party in Oakland</i></p> <p>Martha Biondi, “A Revolution is Beginning: The Strike at San Francisco State,” from <i>The Black Revolution on Campus</i></p> <p>Upload:</p> <p>DB#13 Due (11/20)</p>
14	Nov 23-27	<p>Watch:</p> <p><i>Black Power Mix-Tape</i></p> <p>Thanksgiving Break 25-27 (11/27)</p>
15	<p>Nov 30-Dec 4</p> <p>Legacies</p>	<p>Read:</p> <p>David P. Stein, ““This Nation Has Never Honestly Dealt with the Question of a Peacetime Economy”</p> <p>Coretta Scott King and the Struggle for a Nonviolent Economy in the 1970s,” <i>Souls</i>, 18:1 (2016)</p> <p>Ta-Nehisi Coates, “The Case for Reparations,” <i>The Atlantic</i>, June 2014. [on Canvas]</p> <p>Upload:</p> <p>DB#15 Due (12/4)</p>
16	Dec 7-11	<i>Final Exam (12/11)</i>

AAAS 3083-010 Civil Rights and Black Power Movement Spring 2018

Dr. Judson L. Jeffries
Office: University Hall
Office Hours: by appt.

E-mail: jeffries.70@osu.edu

Required Texts:

- Aldon Morris. 1984. *The Origins of the Civil Rights Movement* (New York: Free Press).
- Judson L. Jeffries. 2006. *Black Power in the Belly of the Beast* (Urbana: Illinois: University of Illinois Press).

Overview/Purpose:

This course will introduce students to two of the most dynamic and important movements in American history-The Modern Civil Rights Movement and the Black Power Movement. Specifically, students will examine the historical and socio-cultural circumstances that gave rise to these movements as well as explore some of the movement's major figures and organizations. Some students may find studying the successes and failures of these movements helpful as they look to establish organizations and movements of their own that address some of America's most pressing social ills and injustices.

Course Requirements/Grading:

Attendance is **mandatory**. There are no excused or unexcused absences. Three absences will result in a deduction of a half letter grade from your final grade. Coming to class late or leaving early with any consistency is just cause for deducting a student's grade by a half letter grade.

Participation (25%) Students are expected to actively participate in class discussion of the assigned readings and topics. You should come to class having completed all the readings and prepared to engage in serious and constructive dialogue. Our discussions will consist of both demonstrating your knowledge of the text (what information the chapter covers, what issues it raises, etc.) and analyzing and critiquing the chapter (addressing larger issues related to the material, stating and explaining your own views, commenting on specific quotes, making connections between texts, etc.) All comments and observations must be respected, even if you do not agree with the speaker(s). Any student found to be disrespecting another student in any way will be dealt with swiftly and judiciously. Your participation will be graded on both the frequency **and** quality of your contributions to discussions.

Each student will serve as a discussion leader once during the semester. Meaning each student is required to **present** in front of the class in his/her capacity as discussion leader. The assigned student is responsible for leading the class in discussion about one of the readings for that particular day. Since everyone will have read the material, these presentations should contain minimal summarization of the text. Rather, the discussion leader should devote the majority of her/his presentation to sharing her/his critical analysis and insights about the reading and the chosen theme(s). You must also hand in at least a four page, but no more than page paper, discussing and analyzing your assigned reading (s) for that particular week. Papers should be typed, double-spaced and stapled.

Quizzes (35%) At least four quizzes will be given during the semester. The schedule for said quizzes will be determined by me with input from the class.

Research paper (40%) Each student is required to submit a twenty page research paper at the end of the course. Topics must be approved by the instructor.

This class fulfills the **GE Requirement for Historical Studies**.

Goals

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes

Students construct an integrated perspective on history and the factors that shape human activity. Students describe and analyze the origins and nature of contemporary issues. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This class fulfills the **GE Requirement for Diversity: Social Diversity in the United States**.

Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

CLASS POLICIES*

- **Read the syllabus in its entirety.** By remaining in the class you are agreeing to complete the assignments listed on the syllabus, thus it is imperative that you familiarize yourself with the course requirements, assignments, and policies.
- Always bring the assigned readings to class. As a class that centers on discussion of the texts, you must come to class with your own copy of the readings so that you can “discuss and interact knowledgeably with them.” Students who come to class without the materials may receive a lower participation grade on that day.
- **Eating is not allowed during class.**
- All homework assignments must be typed. Margins should be set at one (1) inch on all sides and no fonts larger than 12 point. **Staple** and number multiple pages. **Handwritten assignments will not be accepted.** Five (5) points will be deducted from all papers that do not adhere to the formatting guidelines.
- If you miss class, it is your responsibility to obtain any materials or information discussed during your absence.
- **All electronic equipment must be turned off before class begins.**

***Changes to the syllabus may be made, but with some advance notice.**

UNIVERSITY POLICIES

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Week 1: Jan. 10	The Development of Africana Studies
No reading	
Week 2: Jan. 17-19	Movement Theory, Political Repression and Resistance
Chapters 11, Intro and 1 of Morris	
Week 3: Jan. 24-26	Beginnings and Confrontations; and Movement Centers
Chapters 2 and 3 of Morris	
Week 4: Jan. 31-Feb.2	Southern Christian Leadership Conference
Chapters 4 and 5 of Morris	
Turn in topics for research papers	
Week 5: Feb. 7-9	Organizational Relationships
Chapters 6 and 7 of Morris	
Week 6: Feb. 14-16	Direct Action and the Year 1960
Chapters 8 and 9 of Morris	
Week 7: Feb. 21-23	Birmingham
Chapter 10 of Morris	
Week 8: Feb. 28-Mar.2	
Sum up Modern Civil Rights movement	
Week 9: March 7-9	Intro to Black Power Movement
Introduction of Jeffries	
Week 10: March 14	Spring Break
Week 11: March 21-23	The Deacons for Defense and Justice; CAP
Chapters 1 and 2 of Jeffries	
Week 12: March 28-30	Us and RNA
Chapters 3 and 4 of Jeffries	
Week 13: April 4-6	Sons of Watts and LRBW
Chapters 5 and 6 of Jeffries	

Week 14: April 11-13

The Defenders and BPP

Chapters 7 and 8 of Jeffries

Week 15: April 18-20

BLA, RAM and Black Liberators

Chapters 9, 10 and 11 of Jeffries

GE ASSESSMENT REPORT FORM

African American and African Studies

Course: AFAMAST 3083

Term: Autumn 2020

Instructor: Chisebe

Number of Enrolled Students:45

GE ELO: Historical Studies	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p>ELO1</p> <p>Students construct an integrated perspective on history and the factors that shape human activity.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
<p>ELO2</p> <p>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
<p>ELO3</p> <p>Students speak and write critically about primary and secondary historical</p>	<p>100% will meet fair requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring</p>

sources by examining diverse interpretations of past events and ideas in their historical contexts.	70% will meet good requirements	rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
---	---------------------------------	---

GE: Historical Study

ELO1: Students construct an integrated perspective on history and the factors that shape human activity.

Specific Question/Assignment: Students will be given a short writing assignment that will ask them to analyze an important historical argument as present from scholars with various responses.

Sample: Students will write a response that exhibits their understanding of the ways in which major scholars have constructed the impacts of the Civil Rights and Black Power Movements. Through this process they will understand the various schools of thought in the writing of the Civil Rights Movement and Black Power.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of an integrated perspective of history	Demonstrates an adequate understanding of an integrated perspective of history	Demonstrates a partial understanding of an integrated perspective of history	Demonstrates little or no understanding of an integrated perspective of history	

ELO2: Students describe and analyze the origins and nature of contemporary issues.

Specific Question/Assignment: There will a be question on their second exam of the semester to assess their understanding of the origins and nature of contemporary issues.

Sample: Students will be asked to write a 3-5 paragraph essay connecting roots of the social movements for Civil Rights to the current movements for racial equity.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of the origins and nature of contemporary issues in Africa.	Demonstrates an adequate understanding of the origins and nature of contemporary issues in Africa.	Demonstrates partial understanding of the origins and nature of contemporary issues in Africa.	Demonstrates little or no understanding of the origins and nature of contemporary issues in Africa.	

ELO3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Specific Question/Assignment: There will be a short answer question that will assess the student's ability to utilize both primary and secondary sources in the understanding of historical events.

Sample: One of their papers of the semester, students will write a response to one of 4 autobiographies chosen for the course. They will then have to marry that information from the other sources presented in the course to determine where they meet and where they move away from each other.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of how to write critically about primary and secondary historical sources.	Demonstrates adequate understanding of how to write critically about primary and secondary historical sources.	Demonstrates partial understanding of how to write critically about primary and secondary historical sources.	Demonstrates little to no understanding of how to write critically about primary and secondary historical sources.	

GE ELO: Social Diversity in the US	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p>ELO1</p> <p>Students describe and evaluated the roles of such categories as race, gender, and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
<p>ELO2</p> <p>Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>

GE: Diversity/ Social Diversity in the US

ELO1: Students describe and evaluated the roles of such categories as race, gender, and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

Specific Question/Assignment: An essay question will be given on the first exam of the semester that will assess whether the student understands the roles of such

categories as race, gender, and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

Sample: Students will be asked to write an essay question on their exam the ways that Black women and their engagements in these movements change the ways that organizations define their roles and what they are fighting for.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of some of the political, economic, cultural, physical, social, and philosophical aspects of African Societies.	Demonstrates adequate understanding of some of the political, economic, cultural, physical, social, and philosophical aspects of African Societies.	Demonstrates partial understanding of some of the political, economic, cultural, physical, social, and philosophical aspects of African Societies.	Demonstrates little to no understanding of some of the political, economic, cultural, physical, social, and philosophical aspects of African Societies.	

ELO2: Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Specific Question/Assignment: An on-line discussion with a written response will happen both at the beginning and end of the semester to evaluate how students understand the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Sample: At the beginning of the semester students will be asked to write (and discuss) their initial thoughts about the contributions made nationally and by Black individuals from the US and abroad. They will be asked to also think about how their understanding of the movements and the people involved in those movements have been shaped by media perceptions and reporting. At the end of the semester we will revisit this discussion and they will write a second response.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of the role of national and international	Demonstrates adequate understanding of the role of national and international	Demonstrates partial understanding of the role of national and international	Demonstrates little to no understanding of the role of national and international	

diversity in shaping their own attitudes and values as global citizens.	diversity in shaping their own attitudes and values as global citizens.	diversity in shaping their own attitudes and values as global citizens.	diversity in shaping their own attitudes and values as global citizens.	
---	---	---	---	--

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: AFAMAST 3803

Instructor: Dawn Chisebe

Summary: The Civil Rights and Black Power Movements

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen Discussion Board • Carmen Wiki • Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			university accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 7/23/20

- Reviewed by: Ian Anderson

Notes: Replace references of CarmenConnect to either Carmen Zoom or just Zoom.

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.