

University of South Florida
Department of History

The Civil Rights Movement

History 4936-030, W 2:00-5:45 PM, SOC 254
Spring 2016

Instructor: Dr. K. Stephen Prince
Office: SOC 211
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Office hours: Tuesday 3:30-5:30 PM, or by appointment

This seminar will explore the twentieth century African American freedom struggle, with an emphasis on the Civil Rights Movement in Florida and Tampa. Using primary source materials housed in the USF library's Special Collections, seminar students will design and create an online exhibition related to the local history of the Civil Rights movement. Students will also work with recorded oral histories. Though no background is required, the course should be especially appealing to students interested in U.S. History, African American history, social movements and social justice, and public history.

This is a capstone seminar for history majors. I have high expectations for class participation and written work. As history majors, you have spent your college career reading the works of other historians. This is your opportunity to become a historian yourself.

Objectives:

By the end of the semester, students will:

1. Be able to enumerate central themes in the history of the Civil Rights movement.
2. Increase their knowledge of archival research methods and understand proper care and handling of archival materials.
3. Produce a research portfolio containing an analysis of selected primary materials, a survey of pertinent secondary literature, and exhibit text to be included in the class web exhibit.
4. Take part in the construction of a web exhibit designed to showcase materials located in USF Special Collections relating to the Civil Rights movement in Tampa and Florida.

Attendance and Participation:

If you do not come to class, you cannot pass this course. By definition, a seminar requires your attendance and engagement. The structure of this class – in which we will work intensively with documents located at USF Special Collections – makes your regular attendance all the more important. If you're not here, you're not learning. If you're not learning, you don't pass.

You should assume that absences are unacceptable *for any reason*. Please adjust your home and work schedules accordingly. Since seminar only meets once a week, missing a single class meeting deprives you of a significant portion of the class material. If you know you will miss a class, please consult with me as soon as possible. Three absences (excused or unexcused) constitute grounds for failing the class.

Class participation accounts for 25% of your grade in this course. You must arrive prepared to discuss the material and ready to take an *active part* in our classroom discussions and in-class

activities. The classroom should be an open and supportive place. Simple courtesy and a willingness to listen will go a long way.

Writing and Examination:

Our class project for the semester will be the production of a web exhibit featuring materials drawn from USF Special Collections. We will spend the vast majority of our class time working towards this goal – exploring archival materials in Special Collections, selecting documents to be digitized, organizing our presentation, and designing the web exhibit. Please note: students do not need to possess web design skills to take this course.

Though we will be working collectively all semester, students will also have individual responsibilities. Grades in this seminar will be determined solely with reference to individual work. We will strive towards a collective goal, but you are, at the end of the day, only responsible for your own work.

Early in the semester, we will select four to five subthemes to explore in depth in our web exhibition. Each student will be placed in one subtheme group.

- Each student will use USF Special Collections to find three primary documents related to their subtheme. These will be digitized and displayed in the web exhibition.
- Each student will also select a portion of an interview housed in the Otis R. Anthony African Americans in Florida Oral History Project or the Florida Civil Rights Oral History Project collections to be presented in the web exhibit.

For each of these documents – three selected from Special Collections and one interview from the oral history collections – students will write an explanatory headnote to be displayed as part of the web exhibit. Each headnote should be 200 words long. Where necessary, students may be required to conduct additional research in preparing their headnotes.

Please note: USF Special Collections Librarian Andy Huse will be working closely with us throughout the semester. He will also be creating the course web exhibition. He will provide specific formatting instructions for headnotes and scanned documents. Failure to comply with these instructions will result in your contributions being excluded from the web exhibition. Your grade will suffer accordingly.

In addition to their explanatory headnotes, students will write a longer document analysis paper addressing each of their four documents. Each paper should be between 750 and 1000 words long. These papers will not become part of the web exhibition. However, they will be graded and form part of each student's final research portfolio.

Finally, each student will write a 1000 to 1250 word historiographical paper based on four to six books selected in consultation with the instructor. These historiographical papers do not need to relate directly to the subtheme group to which the student is assigned. Possible topics might include women in the Civil Rights movement, school desegregation, white resistance to Civil Rights, or popular memory of the Civil Rights movement.

There is no final paper for this class. However, students will be required to turn in a final research portfolio containing their explanatory headnotes (4), their analytical document analysis papers (4), and their historiographical paper. The final portfolio versions of these assignments should be

substantially revised, reflecting the comments and edits that the instructor made on the first drafts turned in earlier in the semester.

These assignments will be due throughout the semester. See the schedule of classes for details.

Plagiarism:

Plagiarism will be taken very seriously. The University of South Florida has an account with TurnItIn, an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. *As per university policy, if you are found to have plagiarized an assignment, you will receive a grade of FF (academic dishonesty) for the course.*

The following is from the USF undergraduate catalog. Please note the reference to "intentionally or carelessly." Intent does not matter – if you copy someone's work without attribution, you have plagiarized. It is YOUR RESPONSIBILITY to ensure that you properly credit and cite all of your work. See: <http://www.ugs.usf.edu/catalogs/1314/pdf/AcademicIntegrityOfStudents.pdf>

(b) Plagiarism

Definition:

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.

Clarification:

1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.
2. When material from another source is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.
3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.
4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

Grades:

Your grades will be calculated as follows:

- Attendance and participation: 25%
- Document analysis papers: 10% each
- Oral history analysis paper: 10%
- Historiography paper: 15%
- Final portfolio and explanatory headnotes: 20%

I use a +/- grading system. Grade distribution is as follows:

- A+ (100 – 97) / A (96 – 93) / A- (92-90)
- B+ (89-87) / B (86-83) / B- (82-80)
- C+ (79 – 77) / C (76 – 73) / C- (72-70)
- D+ (69-67) / D (66-63) / D- (62-60)
- F (below 60)

Other stuff:

Please turn off all cell phones.

Students MUST bring the assigned reading, a notebook, and a writing implement to class. Persistent failure to do so will negatively affect your participation grade.

I encourage all students to take advantage of my office hours. If you're not available during office hours, I'm happy to schedule another time to meet with you.

Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 days prior to needing the accommodation. A letter from SDS must accompany this request.

Reading:

The following books are available for purchase at the USF bookstore:

Irvin D.S. Winsboro, ed. *Old South, New South, or Down South?: Florida and the Modern Civil Rights Movement*

William Chafe and Raymond Gavins, *Remembering Jim Crow: African Americans Tell About Life in the Segregated South*

Stephen Berrey, *The Jim Crow Routine: Everyday Performances of Race, Civil Rights, and Segregation in Mississippi*

Danielle McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance – A New History of the Civil Rights Movement from Rosa Parks to Black Power*

We will also be reading N.D.B. Connolly, *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*. Since this book is only available in hardcover, I did not order copies.

An e-copy is available through the USF library. If you would like to purchase a copy, feel free. You may also use interlibrary loan if you would like a physical copy of the book.

Schedule of meetings:

Class 1 – January 13

Introduction. No assigned reading.

Note: After this first class meeting, we will meet in the seminar room located off of the Grace Allen room in USF Special Collections, on the fourth floor of the library.

Class 2 – January 20

Reading:

- Winnsboro, ed. *Old South, New South, or Down South?*
- PDFs available on Canvas:
 - Steven F. Lawson, “From Sit-In to Race Riot: Businessmen, Blacks, and the Pursuit of Moderation in Tampa, 1960-1967” (1982)
 - Selections from Robert W. Saunders, *Bridging the Gap* (2000)

After a discussion of the reading, we will begin to explore materials in Civil Rights-related collections housed at USF Special Collections.

Class 3 – January 27

Reading: Chafe, Gavins, ed. *Remembering Jim Crow*

We will continue our exploration of archival collections at USF Special Collections.

Class 4 – February 3

Reading: Berrey, *The Jim Crow Routine*

We will continue our exploration of archival collections. We will decide upon the subthemes that will structure our web exhibition during this meeting.

Class 5 – February 10

Reading: McGuire, *At the Dark End of the Street*

We will continue our exploration of archival collections. In consultation with their subtheme groups, students will begin to select documents to be reproduced in our web exhibition.

Class 6 – February 17

Reading: Connolly, *A World More Concrete* (E-Book from USF library)

We will continue our exploration of archival collections. In consultation with their subtheme groups, students will select documents to be reproduced in our web exhibition. By the end of this class, each student should have selected his/her first document, in preparation for their first document analysis paper.

Class 7 – February 24

Writing assignment due: *first document analysis*. Please bring a hardcopy of your analysis paper to class and submit a copy to Canvas. 750-1000 words. Please include a word count. Your explanatory headnote (for inclusion on the web exhibit) is NOT due at this time.

Subtheme groups will begin to brainstorm material for document headnotes, using document analysis papers as a jumping-off point. Students will continue to discuss documents to be reproduced in our web exhibition. By the end of this class, each student should have selected his/her second document, in preparation for their second document analysis paper.

Class 8 – March 2

Writing assignment due: *second document analysis*. Please bring a hardcopy of your analysis paper to class and submit a copy to Canvas. 750-1000 words. Please include a word count. Your explanatory headnote (for inclusion on the web exhibit) is NOT due at this time.

We will continue discussing document headnotes in subtheme groups. We will also start to explore the Otis R. Anthony African Americans in Florida Oral History Project and the Florida Civil Rights Oral History Project. We will also discuss the guidelines for choosing

books for the annotated bibliography. If possible, please bring a laptop/tablet/smartphone and earphones to this class meeting.

Class 9 – March 9

Writing assignment due: *annotated bibliography for historiography paper*. Write 2-3 sentences describing each of the five to six books you plan to use to write your historiography paper.

We will discuss strategies for the historiography paper. Subtheme groups should discuss oral history interviews to be included in our web exhibit. By the end of class, each student should have selected his/her oral history interview, in preparation for the oral history analysis paper.

*****Spring Break - No class on March 16*****

Class 10 – March 23

Writing assignment due: *oral history document analysis due*. Please bring a hardcopy of your analysis paper to class and submit a copy to Canvas. 750-1000 words. Please include a word count. Your explanatory headnote (for inclusion on the web exhibit) is NOT due at this time.

Discussions of headnotes among subtheme groups will continue. By the end of this class, each student should have selected his/her third document, in preparation for their third document analysis paper.

Class 11 – March 30

Writing assignment due: *third document analysis*. Please bring a hardcopy of your analysis paper to class and submit a copy to Canvas. 750-1000 words. Please include a word count. Your explanatory headnote (for inclusion on the web exhibit) is NOT due at this time.

Within their subtheme groups, students should finalize plans for document headnotes. Subtheme groups will also begin to discuss ordering and presentation of documents in their section of the web exhibit.

Class 12 – April 6

Writing assignment due: *rough draft of explanatory headnotes for web exhibition*. Each headnote should be approximately 200 words. Please include a word count. Please bring four copies of your headnotes to class.

We will use class to peer-review the explanatory headnote drafts.

Class 13 – April 13

Writing assignment due: *historiography paper due*. Please bring a hardcopy of your historiography paper to class and submit a copy to Canvas. 1000-1250 words. Please include a word count.

We will begin to finalize plans for the web exhibition.

Class 14 – April 20

No writing assignment due.

We will finalize our plans (placement, ordering, presentation, etc.) for the web exhibition

Class 15 – April 27

Assignment due: *Final research portfolio*. Please bring a hardcopy of your portfolio to class and submit the portfolio to Canvas as a single word processing file.