Purpose of the Course: This course examines the nature and consequences of the US civil rights movement and struggle circa: 1945 to the present. Specifically, we are interested in developing an understanding of the origins and events of the long struggle to address the unequal allocation of civil rights throughout the history of this country. Along the way we will define “civil rights” and evaluate the competing interpretations of the post-war developments in race relations. One view emphasizes the importance of external and structural factors such as migration, economic progress, a shift in governmental policies, and the emergence of an environment more conducive toward racial justice. The second emphasizes the collective demands of African-Americans themselves and focuses on the actions of individuals and groups that challenge the political, economic and social structure of power in the name of racial equality.

This struggle and the movement that brought it into focus have had a profound impact on the nature and content of American politics and society. Thus our examination includes the reorganization and realignment of both major political parties, the redistribution of political power regionally, constitutional changes of revolutionary proportions and a host of public policies beginning with the Civil Rights Act of 1964.

Finally, living as we do in the “post-Civil Rights Movement” period, we will evaluate the effects of the civil rights movement. This will include examining the ongoing policy debate about equality and racial justice as well as the so-called “new equal protection” battleground that reflects the variety of interest groups energized by the civil rights movement. This draws our attention to affirmative action, race vs. class, gender equality, the disabled, and continuing debates over voting rights and minority representation in single-member districts.

Texts and Readings: We will focus class discussion on the required readings. Be sure to complete the assignments on time so that you are prepared. I assume that you will stay tuned to current civil rights controversies with either the New York Times (nytimes.com) or The Oregonian (oregonlive.com). Consult the course calendar for specific assignments.

Required: Nicholas Lemann, The Promised Land
Waldo Martin, Brown v. Board of Education: A Brief History With Documents
Dan T. Carter, From George Wallace to Newt Gingrich
Peter Schuck, Diversity in America (selections)

Video: Eyes on the Prize, Parts 1-6 on reserve in the Valley Library
The Road to Brown, on reserve in the Valley Library
**Course Evaluation:** This is a summer course!! This is a small class!! Let’s assume that we can count on each class member to show up regularly and do the reading as assigned. Each of you will be expected to complete a short policy paper and several discussion papers and reviews intended to facilitate a seminaring process during class-time. In addition, there will be four take-home quizzes.

Grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>5 discussion sheets @ 15</td>
<td>75</td>
</tr>
<tr>
<td>constitutional case brief</td>
<td>25</td>
</tr>
<tr>
<td>policy paper</td>
<td>75</td>
</tr>
<tr>
<td>4 quizzes @ 25 points</td>
<td>100</td>
</tr>
<tr>
<td>Video review</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
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A = 90%, B = 80%, C = 70%, D = 60%

**Late Assignments:** All of the written assignments are take-homes. They should be turned in on time. **I will not accept late discussion sheets.** All other late papers must be turned in within three (3) class meetings. Within this time-frame, late papers will lose 40% of their value. I will try to return on-time papers within two class meetings. For late papers, I make no promises. If your attendance is good and your papers on time, you may re-write papers to improve your grade. Of course, there will be no penalty if you are late due to circumstances beyond your control.

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**Course Calendar, Summer, 2003**

**Week 1 (June 23-26) Introductions---Civil Rights and Civil Wrongs: Jim Crow, NAACP and the Litigation Strategy**

**Week 1 Reading:** Lemann, Clarksdale, Chicago, Washington  
Zinn, “Drawing the Color Line.”  
[http://www.worldfreeinternet.net/archive/arc9.htm](http://www.worldfreeinternet.net/archive/arc9.htm)

**Notes:** Civil Rights and Civil Liberties  
Theoretical Foundations


Wednesday Readings: Martin, Parts 2, 3

Thursday Readings: Martin, Part 4

**Video:** Eyes on the Prize, Part 1, Awakenings  
Part 2, Fighting Back  
Race—The Power of an Illusion  
Jim Crow  
The Road to Brown
Week 2 (June 30-July 3) “Rattlesnakes Don’t Commit Suicide…….” The Development of a Movement: Activism and Reaction

Week 2 Reading: **Lemann, Washington, Chicago**  

Monday: **Martin, Part 5**

Tuesday: **Notes:** The Significance of Social Movements  
Civil Rights Movement: Circumstances and Conditions  
The Public Policy Process

Wednesday: **WhitePrimaries**  
**Notes:** One Was a Multitude: Bayard Rustin

Thursday: **Allan Johnson, “Diversity and Privilege”**  

**Video:** Eyes on the Prize, Part 4, No Easy Walk  
Part 6, Bridge to Freedom  
Jim Crow; Bayard Rustin; Nashville: We Were Warriors

Week 3 (July 7-10) “Isn’t This a “Great Society?”---- The “Rights Revolution” and the Politics of Reaction

Week 3 Reading: **Lemann, Clarksdale, Afterword**  
**Carter, Wallace to Gingrich**  
**Edsall and Edsall, “Race”**  
**Schuck, Chapter 4, “Immigration”**  
**Notes:** Equal Protection of the Laws

**Video:** George Wallace; Two Nations of Black America; LBJ
Week 4 (July 14-17) *The End(s) of the Second Reconstruction? Policy Futures—Preparations, Separations and Reparations*

Week 4 Reading: *Schuck*, Chapter 5, “Affirmative Action”
Chapter 6, “Residential Neighborhoods”
Chapter 7, “Religion”

Tuesday: *Aronowitz*, *The Continental Divide*
Notes: Affirmative Action
When Color Should Count
*Bundy*: *Who Gets Ahead in America?*


Thursday: Class discussion of policy papers and policy issues

Video: *Two Nations of Black America*