SOCIOLOGY 290 (1): Race and Civil Rights in the US South
Spring 2013

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Office Hours: by appointment

Classroom: Murphey Room 118
Class Meeting: Tu/TH 3:30-4:45

“If there is no struggle, there is no progress. Those who profess to favor freedom, and yet depreciate agitation, are men who want crops without plowing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its many waters. This struggle may be a moral one; or it may be a physical one; or it may be both moral and physical; but it must be a struggle.” Frederick Douglass, 1857

“Even if segregation is gone, we will still need to be free; we will still have to see that everyone has a job. Even if we can all vote, but if people are still hungry, we will not be free...Singing along is not enough; we need schools and learning. Remember, we are not fighting for the freedom of the Negro alone, but for the freedom of the human spirit a larger freedom that encompasses all mankind" Ella Baker, 1964

OVERVIEW OF COURSE
This course examines the origins, transformation and consequences of race and the civil rights struggle in the U.S. South throughout the 20th century and up to the present. The aspirations, ideals, conflicts and consequences of the American civil rights movement continue to shape our society and politics and our individual life histories many years after the movement’s heyday.

Although the course will be grounded in sociology, we will draw broadly from relevant readings and perspectives in history, economics, anthropology and political science. Thus, we will study the history of race in the South in close detail, and we will draw on sociological theories and research to interpret patterns of change. The course will also introduce you to a wide range of primary source materials including autobiography, oral histories, music, archival materials such as newsletters, correspondence, and meeting notes, and you will also learn how to access and read various kinds of statistical evidence from the US Census and other sources concerning employment, school desegregation, and electoral participation.

The course has four main sections on origins, dynamics, consequences, and contemporary issues. The section on origins examines the demographic, political, social, cultural, and economic forces that shaped the emergence and characteristics of the movement in the South
looking most closely from the period from the 1920s to the 1950s. We will consider the local, national, and international context as it shaped the possibilities for organizing and insurgent protest in the U.S. South.

In the second section of the course, we focus on the period from the mid-1950s to the early 1970s encompassing the most widely celebrated campaigns and moments of the civil rights struggle. Here, we will examine how protest campaigns emerged and worked, how black Southerners of various backgrounds came to play key roles of leadership in the movement, the varying responses by white Southerners, and the interaction between the movement, white opponents, and federal authorities in the development of the movement.

In the third segment of the course, we examine the consequences of the civil rights struggle from the 1970s through the present in several major areas. Major topics will include social welfare, income and employment, housing, school desegregation, voting and electoral politics, and popular culture. Here, our major question is whether and, if so, how the civil rights struggle has generated enduring changes in the life chances of Southerners and the communities in which we live. We will consider related changes including the growing ethnic and racial diversity of the South, the rise of Republican influence, and the economic transformations that have occurred in the Sunbelt. Finally, we will look at several important areas of ongoing contention including environmental inequality, incarceration, and immigration.

**COURSE GOALS**
The major goals of this course are:

- Introduce major theoretical perspectives and debates about race, civil rights, and social change
- Examine the diversity and complexity of the leaders and organizations that constituted the civil rights struggle
- Learn about economic, political, and social forces that have shaped social movement in the US South
- Learn to use sociological theories and empirical research
- Develop analytic, writing, public speaking, and discussion skills

**COURSE FORMAT**
Each week, I will post questions on sakai prior to class meetings to guide your reading and prepare for our meetings. The basic format of our meetings will combine characteristics of a seminar and a lecture course. We will use discussion, short lectures, films, and presentations throughout the semester. Discussion will be used to critically evaluate theoretical ideas, case studies, and your own experience and observations of protest and movements. Short lectures will be used to help place course readings in relation to the broader historical and sociological scholarship in the field. Your individual success and our collective success hinges on active participation which includes reading course material and reflecting on them prior to class meetings for which they are assigned. I will provide questions that ask you to reflect on
important themes and questions as you do the reading. Upper-level courses are most successful when they build a sustained, cumulative conversation among the same participants.

**READING**
This course has three required books that are available at the campus bookstore and online booksellers:


All additional articles and book chapters will be available on sakai as PDF files.

**MEETINGS AND CONTACTING ME**
You can drop by to meet with me during office hours or by appointment other times of the week. Email is generally the best method to reach me with smaller questions. Immediately after class is another good time to have short discussions or set up meetings.

**REQUIREMENTS/ASSIGNMENTS**
- **Reading response** 30%
- **Activist Paper** 20%
- **Community Study** 20%
- **Mid-Term Exam** 15%
- **Final Exam** 15%

**Reading Response (30%)**: You will turn in a reading response before each class meeting. These will take the form of a short (approximately one page) commentary on the reading for the day. *Your notes must be uploaded to sakai before class, and you must be in class for your reading response to count.* I will post questions on sakai each Friday that pose questions for the class meetings in the upcoming week. Your reading notes will help prepare you for participation in class discussion and activities, and they will help you keep relevant notes over the course of the semester. Your reading response will be graded on a simple scale of full (2 points), partial (1.5 points), or no credit (0 points). There are twenty-five class meetings on which notes will be due. You can miss reading notes for three class meetings without having a negative impact on your grade (for example, if you are sick for one class meeting). So, earning 44 points equals a 100 for this portion of the course. If you must miss a class for an approved university activity, you can make arrangements with me to turn in your notes before (but not after) the relevant class meeting.

**Activist Paper/Wikipedia Assignment (20%) – Due March 7th**: Through this assignment you will update and improve a Wikipedia site related to an important leader associated with the civil rights struggle. Wikipedia is an excellent resource, but the articles devoted to the civil right leaders are weak. Collectively we will help to improve this situation. The work you invest in this
project is similar to what you might do for a research paper, but your work will be read by more than me. It will become a well-written, accurate and useful resource for others like yourself around the world. You will write up a short paper (4-5 pages) that (1) discusses the life of the person you studied, (2) evaluates the current wikipedia page in relation to the reading you’ve done, (3) summarizes the changes you made, and (4) make a brief presentation about the individual you studied. Details will be included on separate handouts.

Community Study (20%) – Due April 22nd: For this assignment, you will choose a city in the South to examine the civil rights protest and organizing that took place and the impact it had on the community. You will write up what you learned as a research paper. We will discuss relevant sources and research strategies in class.

Mid-term Exam (15%) and Final Exam (20%): Our mid-term and final exams will combine short answer and essay questions, and we will discuss the details with example questions later in the semester.

GRADES
The grading scale for this course is: A=100-94; A-=93-91; B+=90-88; B=87-84; B-=83-81; C+=80-78; C=77-74; C-=73--71; D+=70-68; D=67--61; F=60 and below.

POLICIES
If you have some extraordinary set of circumstances that make it impossible for you to meet a deadline, you must see me prior to the deadline. Extraordinary circumstances might include a serious illness or death in your family, but it would not include personal travel, extracurricular activities, or fulfilling the requirements of other courses.

Sakai will be used for announcements and to make copies of the syllabus, handouts, and assignments available to you. You should check sakai regularly (2-3 times a week) for announcements related to course assignments and schedule.

HONOR CODE
Your participation in this course is covered by the UNC Honor Code (http://honor.unc.edu/honor/code.html). If you have questions about any forms of academic dishonesty please see me, and I will be happy to clarify. In this course, you should be especially attentive to plagiarism. The UNC Writing Center has a handout that describes what plagiarism is, why it should be avoided, and how to avoid it. Here’s the link: http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
## COURSE SCHEDULE

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<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan 10</td>
<td>Introduction to Class</td>
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<td>Jan 15</td>
<td>Sociological Perspectives on Race</td>
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<td>Matthew Desmond and Mustafa Emirbayer, “Race in the Twenty-first Century” (pp. 1-26)</td>
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<td>Jan 17</td>
<td>Racism and Racial Inequality</td>
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<td>Matthew Desmond and Mustafa Emirbayer, “Race in the Twenty-first Century” (pp. 26-46)</td>
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<td>Jan 22</td>
<td>Social and Historical Invention of Race: Jim Crow</td>
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<td>Stephen Tuck, Ch. 2, “Resisting the Juggernaut of White Supremacy, 1878-1906”</td>
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<td>Matthew Desmond and Mustafa Emirbayer, “The Invention of Race” (pp. 51-76)</td>
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<td>Jan 24</td>
<td>Leaders and Organizations Challenging Jim Crow</td>
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<td>Stephen Tuck, Ch. 4, “Black Leaders Reckon with Jim Crow, 1893-1916”</td>
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<td>Jan 29</td>
<td>Workers Rights and the New Deal</td>
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<td>Stephen Tuck, Ch. 6, “Renaissance in Harlem, Dark Ages Elsewhere”</td>
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<td>Jan 31</td>
<td>War and Democracy</td>
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<td>Stephen Tuck, Ch. 7, “World War II and Its Aftermath”</td>
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### Civil Rights and Black Struggle: Macro and Grassroots Perspectives

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<th>Date</th>
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<tr>
<td>Feb 5</td>
<td>Montgomery, Brown, and Little Rock</td>
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<td>Stephen Tuck, Ch. 8, “Three Steps Forward, Two Steps Back, 1949-1959”</td>
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<td>Feb 7</td>
<td>Sit-ins, Birmingham and Selma</td>
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<td>Stephen Tuck, Ch. 9, “The Civil Rights Movement, 1960-1965”</td>
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<td>Feb 12</td>
<td>Transformation and Expansion of Protest</td>
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<td>Feb 14</td>
<td>Explaining the Rise and Fall of Black Protest: Theoretical Models</td>
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<td>Doug McAdam, <em>Political Process</em>, Chs 1-3</td>
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<tr>
<td>Feb 19</td>
<td>Political and Organizational Origins or Protest</td>
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<td>Doug McAdam, <em>Political Process</em>, Chs 4-7</td>
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Feb 21  MID-TERM EXAM
Feb 26  Grassroots Perspectives on the Civil Rights Struggle
       Charles Payne, *I’ve Got the Light of Freedom*, Chs 1-3
Feb 28  Organizing in the Mississippi Delta
       Charles Payne, *I’ve Got the Light of Freedom*, Chs 5-6
Mar  5  Women’s Leadership in the Civil Rights Movement
       Charles Payne, *I’ve Got the Light of Freedom*, Chs 7-9
Mar  7  Community Organizing Accomplishments and Decline

Mar 12 & 14  SPRING BREAK

Mar 19  Local Response to Civil Rights Struggle: Massive Resistance and Vigilantism
       David Cunningham, “The Rise of the Carolina Klan,” from *Klansville, USA*
Mar 21  Response to Civil Rights Struggle: Moderation

**Legacies of the Civil Rights Struggle**

Mar 26  Changing White Attitudes
       Larry Griffin and Peggy G. Hargis, “Still Distinctive After All These Years: Trends in Racial Attitudes in and out of the South”
Mar 28  Labor Markets and Economic Consequences
       Gavin Wright, Selection, in *Sharing the Dream*

Apr  2  Schools, Busing and Desegregation
       Matthew D. Lassiter, “The ‘Charlotte Way’”, in *The Silent Majority*
Apr  4  Voting, Elected Officials, and Politics
Apr  9  Emergence of Two Party Politics in the South
       Earle Black and Merle Black, “The Southern Transformation,” in *The Rise of Southern Republicans*
Apr 11    Race and Regional Change
           Stephen Tuck, Ch. 10, “Reagan, Rap and Resistance, 1979-2000”
           Lassiter and Kruse, “The Bulldozer Revolution: Suburbs and Southern History
           Since WWII”

**Contemporary Dimensions of Race and Civil Rights**

Apr 16    Immigration and the Changing Landscape of the South
           Raymond A. Mohl, “Globalization, Latinization, and the *Nuevo New South*”

Apr 18    Environment and Inequality

Apr 23    Inequality and Access to Justice
           the United States”

Apr 25    Why Study the Civil Rights Movement? What Have We Learned?
           Reading TBA

Apr 30    FINAL EXAM