

**SOCIOLOGY 290 (Sec 3): Race and Civil Rights in the US South
Fall 2013**

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“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 movement’s aspirations, ideals, conflicts and consequences continue to shape our society and politics and our lives 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. In the first section, we will examine sociological perspectives on race and the characteristics of America's system of racial groupings. In the second section of the course, we focus on the emergence and development of the civil rights struggle, especially the period from the mid-1950s to the early 1970s. 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 discussion 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 insights on race and civil rights. 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 including reading course materials 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:

1. Stephen Tuck. *We Ain't What We Ought To Be: The Black Freedom Struggle From Emancipation to Obama*, Harvard University Press, 2011.
2. Doug McAdam. *Political Process and the Development of Black Insurgency*, 2nd edition, University of Chicago Press, 1999.
3. Anne Moody. *Coming of Age in Mississippi*, NY: Dell, 1968.

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 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-six 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 46 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 (20%) – Due October 24th: Through this assignment you will analyze the life of an important leader associated with the civil rights struggle. You will write up a short paper (4-5

pages) that (1) discusses the life of the person you studied and (2) make a brief presentation about the individual you studied. Details will be included on a separate handout.

Interview Paper (20%) – Due November 26th: For this assignment, you draw on interviews to investigate the legacy of the Civil Rights Movement. 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 (15%): Our mid-term exam will combine short answer and essay questions, and we will discuss the details with example questions before the exam. The final exam will be essay format. The mid-term is scheduled for October 1st,

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.

Laptops, tablets/ipads, and other devices will not be used in class for taking notes. Although some students are able to use these devices effectively, my experience and research on learning indicates that laptops in the classroom are a distraction.

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

Aug 20 Discussion and Introduction to Class

Section 1: Formation of Race in the US

Aug 22 Sociological Perspectives on Race
Matthew Desmond and Mustafa Emirbayer, "Race in the Twenty-first Century"
(pp. 1-26)
F. James Davis, "Who Is Black? One Nation's Definition" (<http://goo.gl/Z8C1G>)

Aug 27 Racism and Racial Inequality
Matthew Desmond and Mustafa Emirbayer, "Race in the Twenty-first Century"
(pp. 26-46)

Aug 29 Social and Historical Invention of Race: Jim Crow
Stephen Tuck, Ch. 2, "Resisting the Juggernaut of White Supremacy, 1878-1906"
Matthew Desmond and Mustafa Emirbayer, "The Invention of Race" (pp. 51-76)

Sept 3 How Jim Crow Worked
Anne Moody, *Coming of Age in Mississippi*, Chapters 1 and 2

Sept 5 Early Challenges to Jim Crow
Stephen Tuck, Ch. 4, "Black Leaders Reckon with Jim Crow, 1893-1916"

Section 2: Challenging Racial Inequality

Sept 10 Explaining the Rise and Fall of Black Protest: Theoretical Models
Doug McAdam, *Political Process and the Development of Black Insurgency*,
Chapters 1-3

Sept 12 Montgomery, Brown, and Little Rock
Stephen Tuck, Ch. 8, "Three Steps Forward, Two Steps Back, 1949-1959"

- Sept 17 Response to Civil Rights Struggle: Moderation
David L. Chappell, "The Montgomery Bus Boycott, 1955-6," *Inside Agitators: White Southerners in the Civil Rights Movement*
- Sept 19 Black College Students Mobilize: The 1960 Sit-ins
Aldon Morris. 1981. "Black Southern Student Sit-In Movement: An Analysis of Internal Organization." *American Sociological Review* 46:744-767
- Sept 24 Mass Protest: Birmingham and Selma
Stephen Tuck, Ch. 9, "The Civil Rights Movement, 1960-1965"
- Sept 26 Political and Organizational Origins of Protest
Doug McAdam, *Political Process and the Development of Black Insurgency*, Chapters 4-7
- Oct 1 MIDTERM
- Oct 3 Grassroots Activism: Becoming an Activist
Anne Moody, *Coming of Age in Mississippi*, Chapters 3
- Oct 8 Grassroots Activism: Repression and Movement Building
Anne Moody, *Coming of Age in Mississippi*, Chapters 4
- Oct 10 Gender and Civil Rights Struggle
Belinda Robnett. "African American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership and Micromobilization", *American Journal of Sociology* Vol. 101, no. 6 (May 1996):1661-93
- Oct 15 Local Response to Civil Rights Struggle: Massive Resistance and Vigilantism
David Cunningham, "The Rise of the Carolina Klan," from *Klansville, USA*
- Oct 17 Fall Break**
- Oct 22 Self-Defense and Armed Struggle
Timothy B. Tyson. "Robert F. Williams, "Black Power," and the Roots of the African American Freedom Struggle," *Journal of American History*, Vol. 85, No.2 (Sep., 1998), 540-570.

Oct 24 Transformation and Expansion of Protest
Stephen Tuck, Ch. 10, "Black Power and Grassroots Protest, 1966-1978"

Section 3: Change and Continuity in the US South

Oct 29 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"

Oct 31 Labor Markets and Economic Consequences
Gavin Wright, Selection, in *Sharing the Dream*

Nov 5 Schools, Busing and Desegregation
Matthew D. Lassiter, "The 'Charlotte Way'", in *The Silent Majority*

Nov 7 Voting, Elected Officials, and Politics
Steven Lawson, "The New Black Politicians," in *Running for Freedom*

Nov 12 Emergence of Two Party Politics in the South
Earle Black and Merle Black, "The Southern Transformation," in *The Rise of Southern Republicans*

Nov 14 Race and Regional Change
Stephen Tuck, Ch. 10, "Reagan, Rap and Resistance, 1979-2000"

Section 4: Current Developments in Race and Inequality

Nov 19 Immigration and the Changing Landscape of the South
Raymond A. Mohl, "Globalization, Latinization, and the *Nuevo New South*"

Nov 21 Environment and Inequality
Robert D. Bullard, "Environmental Justice in the 21st Century: Race Still Matters"

Nov 26 Inequality and Access to Justice
Eduardo Bonilla-Silva, "The New Racism: The Post Civil Rights Racial Structure in the United States"

Dec 3 Why Study the Civil Rights Movement? What Have We Learned?

Dec 12 FINAL EXAM @ 12:00