

CAS GE to LE Core Application

Preparer(s)

Devlin, Erin K

Section I. CAS GE to LE Core Application Cover Sheet

Department/Program: History

Effective year and term for implementation of action: [2015]Fall

Current Course Information

| | | |
|---|----------------|---------------|
| Prefix: HIST | Number: 345 | Credits: 3 |
| Catalog Title: Civil Rights and American Memory | | |

Section II. Application for Inclusion in the Liberal Education Core

A. This course addresses the following Liberal Education Core Learning Outcome(s) (check all that apply):

| | | | | |
|----------------|--|-----------------------------|-----------------------------|-----------------------------|
| Knowledge | <input type="checkbox"/> K1 | <input type="checkbox"/> K2 | <input type="checkbox"/> K3 | <input type="checkbox"/> K4 |
| Skills | <input type="checkbox"/> S1 | <input type="checkbox"/> S2 | <input type="checkbox"/> S3 | |
| Responsibility | <input checked="" type="checkbox"/> R1 | <input type="checkbox"/> R2 | <input type="checkbox"/> R3 | |
| Integration | <input checked="" type="checkbox"/> I1 | | | |

B. Provide the requested information for each identified learning outcome.

Responsibility 1 (R1): Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

HIST 345: Civil Rights and American Memory is a 3-credit course paired with the annual Civil Rights Pilgrimage run by the Dean of Students office. Through this travel program and regular class work, this course familiarizes students with the trajectory of the civil rights movement and its major milestones with focus on individual agency, historical contingency, social change, and empowerment. During the semester, students will examine the importance of various types of personal witness and testimony in mobilizing the movement and altering the nation's view of American race relations. Moreover, this course will explore the ways in which personal storytelling has continued to be an important instrument of memory and meaning-making, shaping and challenging historical narratives and political rhetoric. Throughout the term, the class will discuss the ways in which the individual experience of the movement has been circulated, mediated, and appropriated through news coverage, the culture industries, and academic scholarship. This course is currently approved for 3-credits of cultural diversity.

Students enrolled in this course will develop critical and analytical skills to evaluate assumptions and challenge structure in ways that respect diversity and foster equity and inclusivity through an intensive study of the history of the mid-20th century civil rights movement, its legacy in ongoing social justice movements, and its selective memorialization. This course is designed to allow students to analyze diverse experiences of or viewpoints on past events or historical developments; recognize both continuity and change over time and describe their consequences; and construct arguments that explain how history can inform the present. The emphasis on individual agency, historical contingency and social change within the movement and its memorialization is designed to foster self-reflection and to empower students to think critically about their relationship to existing structures.

2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

Students will explore the civil rights movement and its memorialization through course lecture, intensive class discussion, active learning activities, written papers, group presentations, a digital journal, and field work on the pilgrimage. Coursework is designed to encourage students to think reflectively about the relationship between past and present, history and memory, as well as broader social context and their own experience.

3. Identify and provide a rationale for the presence of all prerequisites.

Six credits of history, or junior standing or consent of instructor. This is the standard prerequisite for upper-division history courses which require some basic historical awareness and/or enough college coursework completed to suggest some exposure to basic critical thinking skills.

4. Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

Element A: Student understands there are diverse social group perspectives.

Rationale: In the second section of the course, students examine how leaders, organizers, and others interpreted individual and collective freedom struggles and purposefully drew connections between their own individual experience, social group perspectives, and the broader political goals of the civil rights and black power movements.

Collected Artifact: Perspectives on the Movement (written paper)

Assignment: Just as there is no singular American experience, there was no singular experience within the ranks of the mid-century civil rights movement. For this paper, you will explore the diversity within the movement and the challenges and potential opportunities that diversity created. The movement brought together a) Christian and secular activists, b) male and female activists, c) white and black activists, d) northern and southern activists, and e) working-class and

middle-class activists. The tension generated by the freedom struggle also revealed the deep fractures and differences that separated these groups. Select one of the pairings above. Identify and describe the goals and perspectives of both of the social groups represented, and how their perspectives on the black freedom struggle shaped their interaction with each other within the context of the mid-century civil rights movement.

Required Sources and Research: Throughout the semester, we will engage with scholarship from the disciplines of history, museum studies, literature, media studies, sociology and law. Scholars engaged in the rich interdisciplinary field of African American Studies draw on many of these perspectives in their written work. For this assignment, you will do the same. In this 4-5 paper, you should draw on literature from two or more of the academic disciplines described above. You should support your thesis with assigned course reading as well as additional peer-reviewed sources. In a writer's memo attached to your paper identify the disciplinary lenses drawn on in your work and describe how interdisciplinary research has enriched your understanding of the group experiences and perspectives under consideration in your text.

Element B: Student understands impact of dominant assumptions on the social construction of individual identities.

Rationale: In the final section of the course, students examine the memorialization of the movement and the selective circulation, mediation, and appropriation of individual memories and historical narratives in relation to ongoing debates about race, society, and politics in the United States. Students will examine the selective memory of the civil rights movement maintained through heritage tourism, mass market film, the popular press, and the federal courts. The assignment below is an example of the way students will be prompted to think critically about these topics, the relationship between institutional memory and individual understanding, and the implications this has for struggles for social justice in the present.

Collected Artifact: in-Class Freewriting

Assignment: Students will elect to read one of two iconic memoirs associated with the mid-century black freedom struggle: *The Autobiography of Malcolm X* or *Melba Patillo Beals' Warriors Don't Cry*. These texts will be paired with critical texts that examine the development, publication, circulation and reception of these memoirs in the public sphere. After small-group conversation about the books, students will be prompted to reflect on the relationship between institutional memory and individual understanding of the civil rights movement. How do institutions maintain a "master narrative" of the civil rights movement, and how do individuals challenge that construction? What relationship do these struggles over the memory of the movement have to contemporary struggles for social justice?

Element C: Student understands systems of privilege and oppression within societal structures.

Rationale: Throughout the semester, students will be challenged to reconceptualize the periodization of the civil rights movement and to place it in a deeper and broader historical context. The black freedom struggle in the United States was not resolved with the passage of the 1964 Civil Rights Act and 1965 Voting Rights Act. This assignment asks students to identify present-day challenges to systems of privilege and oppression and to draw connections between past and present.

Collected Artifact: Defining a Legacy (written paper)

Assignment: Some contemporary activists have defined the legacy of the civil rights movement as a call to action in the present. Identify a contemporary social movement of interest that continues to challenge systems of privilege and oppression. Appraise the influence of the strategies, tactics, and accomplishments of the mid-century civil rights struggle for activists involved your selected movement today. Assess the importance of personal witness and testimony, the intersection between individual agency and social change within this context.

5. Provide additional information on the learning experience such as:

- Sample readings
- Topical outline and timetable
- Learning outcomes
- A brief description of the experience (300 words maximum)

Required texts:

Harvard Sitkoff, *The Struggle for Black Equality*

Remembering Jim Crow: African Americans Tell About Life in the Segregated South, edited by William Chafe, Raymond Givens, and Robert Korstad

A Call to Conscience: The Landmark Speeches of Martin Luther King, edited by Clayborne Carson

Civil Rights History From the Ground Up: Local Struggles, a National Movement, ed. by Emilye Crosby

The Civil Rights Movement in American Memory, ed. by Renee C. Romano and Leigh Raiford (rental)

History Department Learning Outcomes:

Analyze diverse experience of or viewpoints on past events or historical developments

Recognize both continuity and change over time and describe their consequences

Construct arguments that explain how history can inform the present.

Course Outline:

INTRODUCTION AND OVERVIEW (2 weeks)

Topics: Southern Segregation, Personal is Political

Unit One: "I WANTED THE WHOLE WORLD TO SEE" (2 weeks)

This section of the course will explore direct action protest and nonviolent civil disobedience in the civil rights movement. Students will examine how activists used their bodies to direct the nation's gaze to the daily humiliations, indignities, and injustices African Americans confronted under Jim Crow. We will also discuss how photography and news coverage of the protests expanded and amplified the potential audience for this form of personal witness.

Topics: Nonviolent Civil Disobedience, Photography, Mass Media

Unit Two: "MESSAGE TO THE GRASS ROOTS" (3 weeks)

This part of the course examines how various forms of verbal expression—singing, public testimony, oratory, and poetry—were used to mobilize a mass movement. Students will discuss how leaders, organizers, and others interpreted individual and collective freedom struggles to draw connections between subjective experience and the broader political goals of the civil rights and black power movements.

Topics: Freedom Songs, Oratory, Congressional Testimony, Black Arts Movement

Unit Three: "A TIME TO BREAK SILENCE" (1 week)

This segment of the course examines the reasons why some participants and observers chose not to speak, and why the testimonies of others have only recently surfaced in history books. We focus on the silent witness of southern white "moderates" during the turmoil of the 1950s and 1960s.

Spring Break: CIVIL RIGHTS PILGRIMAGE (10 days)

The pilgrimage will mark our transition from discussing how personal witness and testimony shaped the way the nation viewed race relations in the mid-twentieth century, to how personal storytelling continues to shape and reshape the legacy of the movement. The pilgrimage is a time of exploration, reflection, and personal growth. Students will journal, visit museums, engage with movement participants, read selected memoirs, view films, and collect an oral history during our tour. We will discuss and contextualize the experiences in the latter half of the course.

Unit Four: "JUSTICE IS A PERPETUAL STRUGGLE" (5 weeks)

In the final weeks of the course, we will examine how the history of the movement continues to be interpreted through the personal testimony of individuals, and how these subjective experiences shape and are shaped by our collective understanding of the black freedom struggle. We will focus on the circulation, mediation, and appropriation of these memories in the public sphere.

Topics: Museums, Memoir Writing, Oral History, Film and Media, Law and Politics, Social Movements

Conclusion: REFLECTION (1 week)

Students spend the final week of the course reflecting and applying what they have learned to ongoing efforts to foster equity and inclusivity and respect for diversity in their own lives, on campus, and in our community.

6. Considering existing department/program resources, please provide answers to the following:

How many sections of the experience will be offered in the fall semester? 0

How many sections of the experience will be offered in the spring semester? one section every other spring

What will be the average size for each section of the experience? 22

Integration (I1): Apply knowledge, skills or responsibilities gained in one academic or experiential context to other contexts.

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

HIST 345: Civil Rights and American Memory is a 3-credit course paired with the annual Civil Rights Pilgrimage run by the Dean of Students office. Through this travel program and regular class work, this course familiarizes students with the trajectory of the civil rights movement and its major milestones with focus on individual agency, historical contingency, social change, and empowerment. During the semester, students will examine the importance of various types of personal witness and testimony in mobilizing the movement and altering the nation's view of American race relations.

Moreover, this course will explore the ways in which personal storytelling has continued to be an important instrument of memory and meaning-making, shaping and challenging historical narratives and political rhetoric. Throughout the term, the class will discuss the ways in which the individual experience of the movement has been circulated, mediated, and appropriated through news coverage, the culture industries, and academic scholarship.

This course allows students to apply the knowledge and understanding they have developed in the first half of the course about the history of the mid-century civil rights movement to their own immersion in the civil rights memorial landscape during the mid-semester Civil Rights Pilgrimage. After returning to campus, students will contextualize their understanding of the public memory of the civil rights movement based on their site visits and field work by engaging with interdisciplinary scholarship in memory studies from a wide range of disciplinary perspectives. Over the course of the semester, students engage with the scholarship not only of historians, but of anthropologists, sociologists, media and cultural studies scholars, journalists, rhetoricians, political scientists, and women's studies scholars. Students will be encouraged to revisit their initial impressions on the pilgrimage and integrate them with perspectives gained through intensive study and reflection.

2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

The course is designed in a series of units that encourage students to examine the history and legacy of the movement from a wide range of disciplinary perspectives. This approach is informed by the instructor's own interdisciplinary training in American Studies (PhD) and public memory.

Students will explore the civil rights movement and its memorialization through a variety of lenses, including photography, mass media, freedom songs, public testimony and oratory, the black arts movement, museum exhibitions, memoirs, oral histories, popular films, litigation, and ongoing movements for social justice. Students will engage with these different lenses through course lecture, intensive class discussion, active learning activities, written papers, group presentations, creative projects, a digital journal, and field work on the pilgrimage. Students will explore academic perspectives on campus, but will also be able to draw from their own experiential learning on the pilgrimage.

3. Identify and provide a rationale for the presence of all prerequisites.

Six credits of history, or junior standing or consent of instructor. This is the standard prerequisite for upper-division history courses which require some basic historical awareness and/or enough college coursework completed to suggest some exposure to basic critical thinking skills.

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Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

Element A: Student demonstrates a developing sense of self as a learning by connecting academic knowledge to own experiences.

Rationale: This assignment is geared toward helping students contextualize their personal experience on the pilgrimage by enabling them to question some of the assumptions they may have brought with them to their domestic intercultural immersion experience. They will reconsider the perspectives outlined in their journal by examining resources that articulate alternative viewpoints, and are prompted to reflect on how these have informed their experience as well as the preservation and celebration of some public memories over others.

Collected Artifact: Reworked digital journal

Assignment: Submit your digital journal from the mid-semester civil rights bus tour. Identify a scholarly article or resource that addresses an issue or theme

raised in each day of your journal. Briefly summarize the perspective of the author or producer. How does the perspective of the author inform your own? Does the author share your views or offer a different perspective? Do you find their assessment persuasive based on your own immersion experience? Have their ideas led you to question or reconsider any of your initial impressions?

Element B: Student makes connections across disciplines.

Rationale: African American Studies is an inherently interdisciplinary endeavor. Throughout the term students will be exposed to the rich perspectives gleaned from transversing disciplinary boundaries. This perspective is informed by the professor's training in the interdisciplinary field of American Studies (PhD). For this assignment, students are asked to draw on at least two disciplinary perspectives and to attach a writer's memo to their work explaining what these disciplinary lenses contributed to their understanding of the civil rights movement.

Collected Artifact: Perspectives on the Movement (written paper)

Assignment: Just as there is no singular American experience, there was no singular experience within the ranks of the mid-century civil rights movement. For this paper, you will explore the diversity within the movement and the challenges and potential opportunities that diversity created. The movement brought together a) Christian and secular activists, b) male and female activists, c) white and black activists, d) northern and southern activists, and e) working-class and middle-class activists. The tension generated by the freedom struggle also revealed the deep fractures and differences that separated these groups. Select one of the pairings above. Identify and describe the goals and perspectives of both of the social groups represented, and how their perspectives on the black freedom struggle shaped their interaction with each other within the context of the mid-century civil rights movement.

Required Sources and Research: Throughout the semester, we will engage with scholarship from the disciplines of history, museum studies, literature, media studies, sociology and law. Scholars engaged in the rich interdisciplinary field of African American Studies draw on many of these perspectives in their written work. For this assignment, you will do the same. In this 4-5 page paper, you should draw on literature from two or more of the academic disciplines described above. You should support your thesis with assigned course reading as well as additional peer-reviewed sources. In a writer's memo attached to your paper identify the disciplinary lenses drawn on in your work and describe how interdisciplinary research has enriched your understanding of the group experiences and perspectives under consideration in your text.

Element C: Student applies skills, knowledge, or methodologies gained in one academic or experiential context to a different academic or experiential context.

Rationale: The structure of this course requires student to apply the academic knowledge of the movement they've gained through exposure to scholarly literature to its selective representation through the culture industries and on the public landscape. This assignment asks them to explore the intersection between academic scholarship and public memory by making their own intervention in the memorialization of the movement. In doing so, they will apply knowledge gained through course work to a project with public impact. This will require them to transfer this knowledge from one context to another, and will enable them not only to think critically about the memorialization of the movement but how they themselves might respond to the challenges that face the curators, documentary editors, media producers, and social activists they will meet and engage with over the course of the semester.

Collected Artifact: Public Memory Project

Assignment: So far this semester, you've explored the rich and varied scholarly literature related to the mid-century civil rights movement and explored the movement's selective memorialization in a variety of media. This assignment asks you to explore the intersection between history and public memory, and to make your own intervention to bring representations of the movement in these two contexts closer together. Through a medium of your choosing (podcast, documentary film, museum exhibit, website, etc.) create a public memory project that enriches the public's understanding of the mid-century civil rights movement and draws from recent academic scholarship. Your project should be accompanied by a 1-2 page memo that explains how your project will enrich the public's understanding of the mid-century civil rights movement and an annotated bibliography of the sources used. How does your project make civil rights harder, as Jacqueline Dowd Hall would put it, "harder to simplify, appropriate and contain?" Students may consider projects that include (but are not limited to) expanding the periodization of movement, exploring its impact outside of the South, broadening our definition of activism, reshaping our understanding of the movement's goals, or illuminating the movement from the perspective of local grassroots struggles.

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Attachments

General Notes and Comments:

Date of Department/Program Approval (Include all department/program names and approval dates as appropriate):

11-26-14

College Curriculum Committee or Equivalent Action:

12/4/2014 Approved Denied

University Liberal Education Committee Action:

Approved Denied