**UMBC UGC New Course Request: From Black Power to Black Lives Matter: The Black Freedom Struggle in the Post-Civil Rights Period** (Course #: HIST 400 / 600)

**Date Submitted:** November 5, 2015  
**Proposed Effective Date:** Fall 2016

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<tr>
<th>Name</th>
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<tbody>
<tr>
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**COURSE INFORMATION:**

<table>
<thead>
<tr>
<th>Course Number(s)</th>
<th>449 / 649</th>
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<tbody>
<tr>
<td>Formal Title</td>
<td>From Black Power to Black Lives Matter: The Black Freedom Struggle in the Post-Civil Rights Period</td>
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<tr>
<td>Transcript Title (≤30c)</td>
<td>From Black Power to Black Lives Matter</td>
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<tr>
<td>Recommended Course Preparation</td>
<td>HIST 201 or any 300 level Humanities or SS course</td>
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<tr>
<td>Prerequisite</td>
<td>none</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Repeatable?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Max. Total Credits</td>
<td>3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</td>
</tr>
<tr>
<td>Grading Method(s)</td>
<td>☐* Reg (A-F) ☐ Audit ☐ Pass-Fail</td>
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**PROPOSED CATALOG DESCRIPTION** (no longer than 75 words):

This course explores the myriad and changing ways that African Americans struggled for equality in the fifty years after the civil rights reforms of the mid-1960s. It pays particular attention to issues of political economy and structural shifts in U.S. politics in order to situate black activists activism in context.

**RATIONALE FOR NEW COURSE**

a) Why is there a need for this course at this time?

No such course exists on this subject at UMBC. (The Political Science Department offers “African American Politics,” “Race and Law,” and “Blacks and Public Policy,” all of which focus on electoral politics and / or law and policy formation, and cover an undefined period of time, though it appears from course descriptions that the time period is much broader than the post-civil rights period. The proposed course focuses on the post civil rights period exclusively and explores electoral and movement politics. It also stresses an exploration of change over time, seeking an understanding of how African American political engagement changes in response to the end of legal segregation, the emergence of a post-industrial economy, and the rise of conservatism.) The proposed course is relevant to contemporary discussions of racial inequality and racial politics, both of which are the subject of significant public and scholarly debate today.

b) How often is the course likely to be taught?

Every other year.

c) How does this course fit into your department's curriculum?

It complements the existing courses in Post World War II United States history (HIST 347) by allowing students to explore a specialized topic within the period covered therein. It also compliments the Civil Rights Movement
(HIST 447) course by exploring the African American activism that came after the time period covered therein (and attempted to fulfill the promise of the legislative reforms secured by said civil rights activism).

d) What primary student population will the course serve?  
History, Africana Studies, and American Studies.

e) Why is the course offered at the 400 level?  
The course requires strong writing and research skills and a willingness to tackle a high volume of reading.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).  
We recommend HIST 201 or a 300 level humanities course because they equip students to 1. conduct historical research and writing which are required in the course, and 2. students who have taken such courses tend to be acclimated to a high volume of reading.

g) Explain the reasoning behind the P/F or regular grading method.  
It is customary in our department to offer students the full range of grading methods.

h) Provide a justification for the repeatability of the course. 
N/A

ATTACH COURSE OUTLINE (mandatory):

See attached Syllabus
Course Description and Format:
In 1965, the veteran black political organizer Bayard Rustin published “From Protest to Politics” in which he argued that the civil rights movement had successfully removed the “barriers to full opportunity” for African Americans and now faced the daunting and more difficult task of “achieving the fact of equality.”¹ He suggested that African Americans pursue coalition politics in the electoral arena to carry on the struggle. Fifty years later, African Americans have gained significant political power but have made little progress in achieving the fact of socio-economic equality; indeed by some indicators African Americans have lost ground.

From Black Power to Black Lives Matter explores the myriad and changing ways that African Americans struggled for equality in the fifty years after the civil rights reforms of the mid-1960s. Though the course privileges activists’ agency, it, of necessity, pays particular attention to issues of political economy and structural shifts in U.S. politics in order to situate black activism in context. Using historical manuscripts, long form journalism, and a variety of primary sources, students will seek to answer three broad questions: How did African Americans work to fulfill the promise of the civil rights reforms of the mid-1960s? How did the goals, structure and composition of black protest change in response to subsequent political, economic, and social developments? How have the choices black activists have made shaped contemporary racial politics?

This is an advanced undergraduate/graduate history course. It will be run as a reading and discussion intensive seminar.

Course Master:
George Derek Musgrove, Associate Professor of History and member of the Graduate Faculty, UMBC
723 Administration, derek.musgrove@umbc.edu, 410-455-2044

Other Faculty Involved in the Course:
None

Course Pre-requisites:
None. Recommended course prep for undergraduates: HIST 201 or any 300 level Humanities or SS course.

Course Learning Objectives

Students will comprehend the general contours of black politics in the post-civil rights period and the major problems and questions in the field. They will also become more confident researchers, analysts and writers by:

1. learning to read more efficiently and think more critically by focusing on identifying the core arguments in their assigned readings
2. learning to analyze primary source documents by testing them against the claims made by historians and journalists
3. conducting historical research in the UMBC library and gaining confidence in the use of major scholarly search engines
4. applying their improved skills in critical thinking and analysis to the production of a historical research paper
5. presenting their ideas orally both in regular class discussion and in a final oral presentation

Assignments:

Your final grade will be based on the following point scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Book Reviews</td>
<td>20% (5pts each)</td>
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<tr>
<td>Mid-Term Exam</td>
<td>15%</td>
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<tr>
<td>Final Paper Outline</td>
<td>5%</td>
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<tr>
<td>Final Paper Presentation</td>
<td>5%</td>
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<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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</table>

**Class Participation**
Students are expected to attend class on a regular basis, to arrive on time, and to remain for the entire class period. But attendance is not enough. Student participation is crucial if class is to be interesting and provocative. Come prepared to talk, argue, change your mind, and defend your position.

Students are expected to engage in productive class discussion at a minimum of once (asking or answering a question in a substantive manner) per week.

**Book Reviews**
In preparation for class discussions, students will complete a brief (600 word) book review of 4 of the 6 assigned texts. In the case of a book that we read over the course of several classes these reviews are due on the day that we finish the book.

Students will be graded on their ability to **summarize** the text’s key arguments, describe the method, and **analyze** of the work: What were the book’s strengths and weaknesses? Was the argument convincing? Why? What does it add to our discussions of black politics in the post-civil rights era?

**Mid-Term and Final Exams**
The **Mid-Term** will consist of one exam question gleaned from those listed in the course study guide. It will cover the materials explored during Weeks I through VI, and will be a take-home exam. The **Final Exam** will consist of one exam question gleaned from
those listed in the course study guide for Weeks VIII through XIII. It will be held in class during the exam period.

For both exams, students will be graded on their ability to craft a well-organized essay with a strongly worded argument, supported by examples from the class readings, lectures, discussions, and films. On the take home exam, students will also be graded on their formatting, grammar and punctuation, and use of footnotes. See the criterion for grading the research papers below for details.

Proposal:
During Week V, students will turn in a paper proposal including a preliminary 1. topic, 2. research question, 3. description of the project’s significance, 4. outline, and 5. annotated bibliography containing at least five books or scholarly articles.

This is a pass or fail assignment created principally to provide feedback to students as they prepare to embark on their research. Students will be graded on whether or not they make a good faith effort to complete all five sections of the assignment.

Research Paper (15 to 20 pages)
The research paper will be an article length primary research or historiographical paper that examines some element of the course topic in depth. Students may, for example, examine a single aspect of post-civil rights era black politics like black mayors or the Nation of Islam; or black activism in a specific city, like Baltimore or Birmingham. Students who choose to do a historiographical paper must analyze at least 5-7 scholarly monographs above and beyond the assigned texts (no textbooks or encyclopedias).

Papers will be graded on the following criterion:
• Demonstrate your ability to use evidence to support your thesis statement. Remember: You are not being graded on your opinion, but rather on the quality of your argument.
• Write clearly with proper grammar and punctuation. Writing well also entails using identifiable introductory and concluding paragraphs and strong topic sentences.
  o You are strongly encouraged to take all written work to the Writing Center before turning it in. The Writing Center is located on the first floor of the Kuhn Library across from the Reference Desk. To make an appointment or for more information go to the Writing Center website at http://umbc.edu/lrc/writing_center.html.
• Accurately footnote and cite relevant source materials.
  o All sources must be cited using the Chicago Manual of Style. Guidance on how to compose citations and create footnotes in the Chicago style can be found in the “How to, Footnotes” file found under the “Syllabus and Course Tools” tab in Blackboard.
  o NO sources for any paper can be from the Internet. Students can, of course, use the internet to locate what are otherwise print sources; i.e. a book on Google Books or an article from the Washington Post website.2

2 There are two exceptions to this rule. Students can reference Internet sites: 1. if the site or its content is the subject of a paper, and / or 2. if the site lists statistics that cannot be found in printed form – say, for instance, recent census
• Use proper formatting. Papers must be typed, double spaced with one-inch margins, and in twelve-point font. All papers must have a title, centered at the top of the first page, and include the student’s name and the due date in the header. All pages must be numbered.

Research Paper Presentation:
During the last two weeks of the course, students will present their work to their peers in the form of a graded oral presentation. Each student will have 15 minutes to present their findings, and may do so in whatever format they deem most interesting and effective.

Students will be graded on the richness of their content, the clarity of the presentation, and their creativity.

Class Outline:
Week I: Introduction / Overview: A New Racial Terrain

Week II: Where do we go from here?
Martin Luther King, Where Do We Go From Here: Chaos or Community? (New York Knopf, 1967).

Week III: Black Power!

Week IV: Seeking a new synthesis in the “Long 1970s”

Week V: Research and Writing Workshops

Week VI: Seeking a new synthesis in the “Long 1970s” cont’

Week VII: Mid-Term Exam

Week VIII: Reagan Revolution / Rainbow Rebellion

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numbers from the Bureau of Census. I expect, however, that these will be rare occurrences.


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**Week IX: The Black Nationalist Resurgence**


George Derek Musgrove, “‘There is no New Black Panther Party’: The Black Nationalist Resurgence and the Changing Nature of Black Protest in the Post-Civil Rights Period,” unpublished article (will likely be delivered as a lecture).

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**Week XI: The Paradox of Black Politics in the 1990s**


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**Week XII: Wishing for a Post Racial Age**


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**Week XIII: From Barack Obama to Black Lives Matter**


“The Problem We All Live With,” Parts 1 and 2, *This American Life*, July 31, 2015.


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**Week XIV: Student Presentations**

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**Week XV: Student Presentations**

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**Final Exam**

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**Reference List:**

**Books:**


Tom Sugrue, *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North*

Films:
*Of Black America*, CBS, 1968
*Planet Rock: The Story of Hip Hop and the Crack Generation*, VH1, 2011.
*Black In America*, CNN, 2008.