

## SOC-956: The Civil Rights Movement

### Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** 5th – 12th grade teachers  
**Course Access:** <https://connect.fresno.edu>

### Course Description

Explore significant events and personalities of the 1950s and 1960s as African Americans and others who supported their efforts called the nation's attention to racial injustice and the gap that existed between America's creed of equality, liberty, and justice for all and what was being experienced by many Americans of color. While major progress was made in furthering human rights for all Americans in these years, it did not come without significant resistance, painful struggle, and even martyrdom. Course requirements include practical application to classroom settings. Assignments have been developed to align with Common Core State Standards for Literacy and Writing in History/Social Science.

**Note:** Required books and videos must be acquired separately.

### Required Texts and Course Materials

#### Books:

- Bullard, Sara. *Free at Last – A History of the Civil Rights Movement and Those Who Died in the Struggle* (1994). Oxford University Press. ISBN 978-0-19-509450-3.
- Martin, Jr., Waldo. *Brown v. Board of Education – A Brief History with Documents*. (2<sup>nd</sup> edition 2020). Bedford/St. Martin's. ISBN 978-1-319-087906.
- Williams, Juan. *Eyes on the Prize – America's Civil Rights Years, 1954-1965* (1987). Viking/Penguin. ISBN 978-0143124740.

#### Film/Videos:

- *Dr. Martin Luther King, Jr. – A Historical Perspective*. 2002. Xenon Pictures. (DVD)
- *Freedom Riders*. 2011. American Experience/PBS. (DVD)
- *The March*. 2013. PBS. (DVD)
- *John Lewis: Good Trouble*. 2020. Magnolia Pictures. (DVD)
- *Decisions that Shook the World*. 2005. Anchor Bay Entertainment. (DVD) Only the LBJ episode is assigned.

**Note:** It is the student's responsibility to obtain the books and the documentary DVD films. This material should be available on Amazon.com and other sources.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

## **Course Dates**

Self-paced; students may enroll at any time and take up to one year from the date of registration to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## **National Standards Addressed in This Course**

Assignments have been designed to promote learning outcomes that are aligned with the national content standards below.

### **National Content/Common Core Standards**

Based on curriculum standards for social studies as articulated by the National Council for the Social Studies (NCSS Bulletin 89), this course content is woven around six (of ten) social studies thematic strands: (I) culture; (II) time, continuity, and change; (III) People, Places, and Environments; (V) individuals, groups, and institutions; (VI) power, authority, and governance; and (X) civic ideals and practices.

Through this course, students will experience the following:

#### **Culture**

- Analyze the forces bringing about cultural change in the 1950s and 1960s relating to relations between the white majority and racial/ethnic minorities, especially African Americans.
- Identify religious and political ideals and their influence on majority and minority cultural behavior during this time.

#### **Time, Continuity, and Change**

- Describe the historical background that led up to the Civil Rights Movement and how that movement was both rooted in the past and how it adapted to changing realities.

#### **People, Places, and Environments**

- Analyze the regional differences among people of the United States during this time.
- Describe the significance of particular places in the struggle for civil rights.

#### **Individuals, Groups, and Institutions**

- Describe the roles of key individuals, various groups, and institutions in the civil rights struggles of the 1950s and 1960s.

## Power, Authority, and Governance

- Analyze how power was gained, used, and justified in the Civil Rights Movement.
- Identify how various groups viewed the concept of protecting individual rights within the context of majority rule in a democratic society.

## Civic Ideals and Practices

- Describe how the meaning of citizenship evolved in America during the Civil Rights Movement.
- Analyze the balance between rights and responsibilities.
- Identify the ways in which the individual can make a positive difference in the community and the nation when it comes to issues of civil rights.

In addition, this course will help California teachers prepare to cover California state standards for grade 11 American History (Standard 11.10):

### Students analyze the development of federal civil rights and voting rights.

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.
3. Describe the collaboration legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g. A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965), and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including different perspectives on the roles of women.

Through the assignments and learning objectives designed for this course, **Common Core Standards** in Reading and Writing Standards for Literacy in History/Social Studies are addressed.

## Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
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CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

### Course Student Learning Outcomes (C-SLO)

<b>Student Learning Outcomes for This Course</b> By the end of this course, the student will be able to:		<b>National Standards Addressed*</b>	<b>CE-SLO Addressed**</b>
C-SLO 1	Analyze the forces bringing about cultural change in the 1950s and 1960s relating to relations between the white majority and racial/ethnic minorities, especially African Americans.	Theme I Theme II Theme V	CE-SLO 1,2,4,6
C-SLO 2	Describe the historical background that led up to the Civil Rights Movement and how that movement was both rooted in the past and how it adapted to changing realities	Theme I Theme II	CE-SLO 1,2,4,6
C-SLO 3	Describe the significance of particular places in the struggle for civil rights.	Theme V	CE-SLO 2,4,6
C-SLO 4	Describe the roles of key individuals , various groups, and institutions in the civil rights struggles of the 1950s and 1960s..	Theme I Theme V Theme VI	CE-SLO 2,4,6
C-SLO 5	Describe how the meaning of citizenship evolved in America during the Civil Rights Movement	Theme I Theme VI Theme X	CE-SLO 2,4,6
C-SLO 6	Identify ways in which the individual can make a positive difference in the community and the nation when it comes to issues of civil rights.	Theme VI Theme X	CE-SLO 1,2,3,4,6
C-SLO 7	Describe and analyze the special roles and contributions of Martin Luther King, Jr. and John Lewis to the Civil Rights Movement.	Theme I Theme II Theme III Theme V Theme VI	CE-SLO 2,5,6

C-SLO 8	Demonstrate mastery of age-appropriate content by developing a lesson plan suitable for the grade level taught	Themes I,II,III Themes V,VI,X	CE-SLO 1,2,4,6
C-SLO 9	Describe the role of the Federal Government (especially the Presidency) in furthering the cause of Civil Rights for all Americans	Theme II Theme VI Theme X	CE-SLO 2,4,6

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Student Learning Outcomes**

## Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
<b>Welcome Module</b>	Welcome Video Course Syllabus Introduce Yourself Forum	
<b>Module 1</b> Civil Rights Movement Overview	<u>Assignment 1.1:</u> Introductory Essay <u>Assignment 1.2:</u> Read <i>Eyes on the Prize</i> and respond to prompts <u>Assignment 1.3:</u> Discussion Post: respond to prompt	15 80 5
<b>Module 2</b> Brown v. Board of Education - 1954	<u>Assignment 2.1:</u> Read <i>Brown v. Board of Education</i> and respond to prompts <u>Assignment 2.2:</u> Discussion Post: respond to prompt	75 5
<b>Module 3</b> M.L. King, Jr., Early Organized Protest, Non-Violence, and Opposition	<u>Assignment 3.1:</u> Watch DVD <i>Dr. Martin Luther King, Jr.</i> and respond to prompts <u>Assignment 3.2:</u> Read and respond to <i>Letter from Birmingham Jail</i>	60 25
<b>Module 4</b> The Growing Movement and Growing Opposition	<u>Assignment 4.1:</u> Read <i>Free at Last</i> and respond to prompts <u>Assignment 4.2:</u> Watch DVD <i>Freedom Riders</i> and respond to prompt <u>Assignment 4.3:</u> Discussion Post: respond to prompt	50 45 5
<b>Module 5</b> The 1963 March on Washington	<u>Assignment 5.1:</u> Watch DVD <i>The March</i> and respond to prompt <u>Assignment 5.2:</u> Watch <i>I Have a Dream</i> speech and respond to prompts	60 10
<b>Module 6 –</b> John Lewis: A Lesser-Known Civil Rights Hero	<u>Assignment 6.1:</u> Watch DVD <i>John Lewis: Good Trouble</i> and respond to prompts <u>Assignment 6.2:</u> Develop an Internet Biography on two other civil rights leaders (not King or Lewis) <u>Assignment 6.3:</u> Discussion Post: respond to prompt	60 20 5
<b>Module 7</b> The Lyndon Johnson civil rights legacy	<u>Assignment 7.1:</u> Watch DVD <i>Decisions that Shook the World</i> Only the LBJ episode is assigned. <u>Assignment 7.2:</u> Discussion Post: Respond to prompt	50 10

Module Title	Module Assignments and Activities	Points Possible
<b>Module 8</b> Teach a Civil Rights Lesson	<u>Assignment 8.1:</u> Prepare and teach a lesson on an aspect of the Civil Rights Movement following prompts given. See alternative assignment, if teaching is not possible.	50
	<u>Assignment 8.2:</u> Discussion Post: respond to prompt	10
<b>Module 9</b> Equal Opportunity- Dream or Reality?	<u>Assignment 9.1:</u> Watch President Kennedy's June 11, 1963 address to the nation on civil rights. Also watch a 5-minute film (no spoken word) on YouTube called <i>Racism is Real</i> by Brave New Films. Respond to the essay prompts on Canvas.	50
<b>Course Wrap-up</b> Reflection and Evaluation	<ul style="list-style-type: none"> <li>Final Reflection Forum</li> <li>Course Evaluation</li> <li>Course Completion Checklist</li> <li>Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>690 points</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.



## Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

## Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

## Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per

semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

## **Technology Requirements**

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## **University Policies and Procedures**

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.



## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<b>Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.