

Political Science 375

Civil Rights Movement and Policies

Winter 2017

Department of Political Science
Oregon State University

1 Instructor Information

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Office Hours: 10:30-1:00 T, Tr or by Apt
Class Location: Stag 260
4 Credits

2 Course Description

The United States was founded on the principles of liberty, justice, and equality for all. In spite of the noble goals of our founders, for most of American history African Americans were excluded from the American political system. The United States long socio-historical legacy of segregation continues to play a strong role in the representation and political behavior of all Americans and in particular blacks. Thus, to gain a comprehensive understanding of American politics, students need to examine how social movements have altered the political system in the United States and how the legacy of these movements and historical race relations continue to shape the American electorate, its political institutions, and electoral outcomes.

To accomplish this goal, the course will examine several facets of race, social movements, and politics in the United States. The course will be divided into three main sections. The first section will examine the social movements which transformed America from a slave state to one in which racial/ethnic minorities enjoy some legal protections. In this first section, we will also explore the current and future challenges that social movements are addressing. In the second section we will explore the current state of the political behavior of racial/ethnic minority groups in terms of group identification, partisanship, representation and political participation. We conclude the class by examining social science research on specialized topics in racial/ethnic politics.

In addition to learning more about the Civil Rights Movement and its consequences, students in this class will learn skills that transcend the course's topic and can be used in their future careers. In particular, students in this course will learn how to think critically about social science research, learn how to formulate and analyze a research question, and improve their public speaking abilities.

3 Course Readings

Unfortunately, there is not one textbook that covers all of the topics in our course. To circumvent this problem, students will be required to purchase one books and read articles online. The book is Political Process and the Development of Black Insurgency 1930-1970 by Doug McAdam. Articles will be drawn from a variety of sources.

4 Course Structure

Recent research has demonstrated both the strengths and limitations of a strict lecture format. While students learn a significant amount of information through hearing the analysis of professors, a combination of lecture, discussion, active learning exercises, videos and student participation generally yields better learning outcomes for students. To ensure that students get the most out of this course, we will use a multi-faceted approach to learning which will include all of these features.

5 Assessment

In-Class Short Writing Assignments (10%)

To help students think critically about this topic and to improve their writing and communication skills, students will be asked to write down their answers (about a paragraph in length) to 2 to 4 question prompts given in each class. Students will be required to turn in 12 of their written responses and these will be graded simply as pass or fail. Each completed assignment is worth 1%. For every additional writing assignment students turn in (beyond the 12), they will earn a half of a percent extra credit toward their final exam grade. **For full credit, each question must be answered and they are due at the end of class. No late assignments will be accepted.**

Midterm (25%-30%)

The midterm will test your knowledge of the first half of the course. The test will include a combination of multiple choice questions, short answer identifications, and a short essay prompt. The essay prompt will ask students to take a critical approach on the successes and failures of the abolitionist movement and the civil rights movement and apply this analysis to the black lives matter movement.

Final Research Paper (35%)

One of the primary goals of this course is to train students to think like social scientists. To assess student's progress in this area, each student will write a 3-5 page paper which will focus on one particular area focusing on racial/ethnic politics, the civil rights movement, the abolitionist movement, or the black lives matter movement. This paper should be modeled as a short pop research paper (see the Washington Post's Monkey Cage and the London School of Economics American Political and Public Policy Blog for examples). A draft of this paper will be turned in during Week 7 and a revised version will be turned in on the Monday of Finals week by noon. Late papers will be accepted, but they will lose 5% for every day (24 hours) that they are late.

Final (25%-30%)

The final will test your knowledge of the second half of the course, with a few questions from the first half of the course. The test will include a combination of multiple choice questions and short answer identification.

6 Course Policies

A Note on Academic Integrity

I find it unfortunate that instructors must include this section on the syllabus, but with a rise of electronic resources, academic dishonesty is a part of the reality in which we now function. Thus, I include a very short reminder here on the importance of maintaining academic integrity. Cheating in any form is prohibited and will result in an automatic fail for the course.

Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty, and Disability Access Services. (DAS) Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Accessibility of Course Materials

All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

7 Course Schedule and Assigned Readings

Tuesday-January 10th Introduction and Syllabus

- *NO READING*

Thursday-January 12th Social Movement Theory

Required Readings

- McAdam Chapter 1

Tuesday-January 17th The Abolitionists (Video)

Required Readings

- None

Thursday-January 19th The Rise of the Abolitionist Movement

Required Readings

- Shortell, Timothy. The Rhetoric of Black Abolitionism. *Social Science History* 28.01 (2004): 75-109.

Tuesday-January 24th The First Reconstruction*Required Readings*

- American Politics and the African American Quest for Universal Freedom by Hanes Walton Jr. and Robert Smith (Chapter 1-Posted Online)

Thursday-January 26th From the Deck to the Sea: Black Politics and Limited Opportunities during the Age of Jim Crow*Required Readings*

- McAdam 86-116

Tuesday-January 31st The Comeback- The Beginning of the Black Insurgency*Required Readings*

- McAdam Chapter 6

Thursday-February 2nd-The Heyday of the Civil Rights Movement and It's Policies*Required Readings*

- McAdam Chapter 7

Tuesday-February 7th-Victims of Their Own Success-The Decline of the Civil Rights Movement*Required Readings*

- McAdam Chapter 8

Thursday-February 9th-A New Civil Rights Movement*Required Readings*

- Hope, Elan C., Micere Keels, and Myles I. Durkee. Participation in Black Lives Matter and deferred action for childhood arrivals: Modern activism among Black and Latino college students. *Journal of Diversity in Higher Education* 9.3 (2016): 203

Tuesday-February 14th Midterm*Required Readings*

- None

Thursday- February 16th-The Declining Significance of Race?*Required Readings*

- Wilson, William Julius. The Declining Significance of Race Chapter 8 (Posted online)

Tuesday-February 21st-Minority Partisanship*Required Readings*

- Hajnal, Zoltan L. and Taeku Lee Why Americans Dont Join the Party: Race, Immigration, and the Failure (of Political Parties) to Engage the Electorate. Chapter 4

Thursday-February 23rd-No Class-Conference for Professor Stout **Paper Due (Posted to Canvas)***Required Readings*

- None

Tuesday-February 28th-Minority Political Participation*Required Readings*

- Shaw, Todd; Louis DeSipio, Dianne Pinderhughes; and Toni-Michelle Travis. 2015. Uneven Roads: An Introduction to U.S. Race and Ethnic Politics. Los Angeles, CA: Sage, Congressional Quarterly Press. (Chapter 9) Posted Online

Thursday-March 2nd-Race and Electoral Politics*Required Readings*

- Lewis-Beck, Michael, Charles Tien, and Richard Nadeau. Obamas Missed Landslide: A Racial Cost

Tuesday-March 7th Race and Representation*Required Readings*

- Griffin, John D. When and why minority legislators matter. Annual Review of Political Science 17 (2014): 327-336.

Thursday-March 9th-Intersectionality: Race, Ethnicity, and Gender*Required Readings*

- Gay, Claudine and Katherine Tate. Doubly Bound: The Impact of Gender and Race on the Politics of Black Women

Tuesday-March 14th-Music and Politics*Required Readings*

- Spence, Lester. Stare in the Darkness: The Limits of Hip-hop and Black Politics Chapter 3(Posted Online)

Thursday-March 16th-Beyond Race-The Social Movement of Other Underrepresented Groups

Required Readings

- Engel, Stephen M. Frame spillover: Media framing and public opinion of a multifaceted LGBT rights agenda. *Law & Social Inquiry* 38.2 (2013): 403-441. (Posted Online)

Final Paper Due on Monday March 20th at Noon

Final Thursday March 23rd at 2pm-*Note This Time May Change*****