Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College): Arts &amp; Letters</th>
<th>Academic Organization (Department): History</th>
<th>Date: November 26, 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Chris Castaneda</td>
<td>Submitted by: Chris Castaneda</td>
</tr>
<tr>
<td>New ___ Change ___ Deletion ___</td>
<td></td>
<td>Semester Effective:</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No ___</td>
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<tr>
<td>For Catalog Copy: Yes ___ No ___</td>
<td>CCE (Extension): Yes ___ No ___</td>
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<td></td>
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<td>Fall ___ Spring ___ 2008</td>
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</table>

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.): HIST 173</th>
<th>Title: The Civil Rights Movement in the United States: From Reconstruction to Deconstruction, 1865-1997</th>
<th>Units: 3</th>
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</thead>
</table>

<table>
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<tr>
<th>Change to:</th>
<th>Title: The Civil Rights Movement in the United States: From Reconstruction to Deconstruction, 1865-Present</th>
<th>Units: 3</th>
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JUSTIFICATION:
The course title and the catalogue description is being changed in order to show that the course covers events through the present. There are no other changes proposed. These two changes are also required in order to maintain the course in GE Area D2 which requires coverage through the present. The instructor already covers material through the present.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/acaf/univmanual/crspsl.htm - Guidelines for Catalog Course Description)

Examines the campaign for civil rights waged by African Americans from the Reconstruction era through the Present. Treats the movement's roots, goals, main organizations, and its relationship with African American culture in this period. Includes a comparison with the experiences of Mexican Americans and Native Americans.

Note:

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Enforced at Registration: Yes ___ No ___</th>
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<tr>
<td>Corequisite:</td>
<td>Enforced at Registration: Yes ___ No ___</td>
</tr>
<tr>
<td>CAN (California Articulation Number):</td>
<td></td>
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<tr>
<td>Graded: Letter ___ Credit/No Credit ___</td>
<td>Instructor Approval Required? Yes ___ No ___</td>
</tr>
<tr>
<td>Course Classification (e.g., lecture, lab, seminar, discussion):</td>
<td>Title for CMS (not more than 30 characters)</td>
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<tr>
<td>If a new title is needed: History of Civil Rights</td>
<td></td>
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<tr>
<td>Cross Listed?</td>
<td>Yes ___ No ___</td>
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<td>If yes, do they meet together and fulfill the same requirement, and what is the other course.</td>
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<tr>
<td>How Many Times Can This Course be Taken for Credit?</td>
<td></td>
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<tr>
<td>Can the course be taken for Credit more than once during the same term? Yes ___ No ___</td>
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</table>
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

Upon completion of this course students will be able to:

-Demonstrate critical thinking and understanding of the historical origins and chronology of the U.S. Civil Rights Movement.
-Demonstrate an understanding of the goals, strategies, and accomplishments of the Civil Rights Movement from the perspectives of an array of ethnic, racial, and socio-economic groups, including African Americans, Mexican Americans, American Indians, and women.
-Demonstrate an understanding of the impact of the African American Civil Rights Movement on other struggles for equality and social justice in the U.S., including those of Mexican Americans and Indians.
-Demonstrate an understanding of the historical issues and arguments made in contemporary issue areas confronting U.S. society such as race, race relations, civil rights, socio-economic status (class), and gender.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

No change:
A variety of assessment strategies are used including: midterm exams, book review for competency, oral presentation, formal paper and final exam.

For whom is this course being developed?

<table>
<thead>
<tr>
<th>Majors in the Dept</th>
<th>Majors of other Depts</th>
<th>Minors in the Dept</th>
<th>General Education</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>X</td>
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<td>X</td>
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Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes  No

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes  No  X

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any).

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:  

| Department Chair: |  
|-------------------|---|
| Cheri Cartagena   | 12/4/07 |
| College Dean or Associate Dean: |  
| Henry de Jong     | 12/10/07 |
| CPSP (for school personnel courses ONLY)  
| 
| Associate Vice President and Dean for Academic Programs  
| 

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

8/27/07
HISTORY 173
The Civil Rights Movement in the United States:
From Reconstruction to Deconstruction, 1865-Present

Dr. S.A. Moore
Spring 2007

ALL STUDENTS ARE REQUIRED TO READ THIS SYLLABUS AND BE FAMILIAR WITH THE
REQUIREMENTS AND POLICIES OF THIS CLASS. THIS SYLLABUS IS SUBJECT TO
REVISION DURING THE SEMESTER. IF FOR ANY REASON YOU CANNOT MEET ALL COURSE
REQUIREMENTS, PLEASE DO NOT TAKE THIS CLASS. IF ALL ASSIGNMENTS ARE NOT
SUBMITTED AS REQUIRED, YOU WILL RECEIVE AN F GRADE IN THE CLASS (WITH THE
EXCEPTION OF ACCEPTABLE DOCUMENTED EXCUSES AS NOTED BELOW).

CATALOGUE DESCRIPTION
Examines the campaign for civil rights waged by African Americans from
the Reconstruction era through the present. Treats the movement's roots,
goals, main organizations, and its relationship with African American
culture in this period. Includes a comparison with the experiences of
Mexican Americans and Native Americans

CLASS TIME: Tues./Thurs., 1:30 p.m. - 2:45 p.m.
Brighton Hall 210

OFFICE HOURS: Tues. 10:30a.m.-12:30p.m. AND Thurs., 10:30a.m.-11:30 a.m.
Tahoe 3086; Phone:(916) 278-6669 E-Mail: smoore@csus.edu
NO APPOINTMENTS NECESSARY FOR OFFICE HOURS

REQUIRED TEXTS:
1. Bruce J. Dierenfield, The Civil Rights Movement
   (selected chapters)
3. Rodolfo Acuna, Occupied America: A History of Chicanos
   (sixth edition)
4. Harvard Sitkoff, A New Deal for Blacks: Emergence of
   Civil Rights as a National Issue
5. Vine Deloria, Custer Died For Your Sins: An Indian Manifesto
6. Mary L. Dudziak, Cold War Civil Rights: Race and the
   Image of American Democracy

FILMS: As time permits, films will be shown in class to supplement readings
and lectures. Films will be included on exams.

LEARNING OBJECTIVES:
Upon completion of this course students will be able to:

- Demonstrate critical thinking and understanding of the historical
  origins and chronology of the U.S. Civil Rights Movement.
- Demonstrate an understanding of the goals, strategies, and
  accomplishments of the Civil Rights Movement from the perspectives
  of an array of ethnic, racial, and socio-economic groups, including
  African Americans, Mexican Americans, American Indians, and women.
- Demonstrate an understanding of the impact of the African American
  Civil Rights Movement on other struggles for equality and social
justice in the U.S., including those of Mexican Americans and Indians.

- Demonstrate an understanding of the historical issues and arguments made in contemporary issue areas confronting U.S. society such as race, race relations, civil rights, socio-economic status (class), and gender.

COURSE REQUIREMENTS: There are 600 total points in this course (625 if you complete the extra credit assignment)

- IF YOU DO NOT COMPLETE AND SUBMIT ALL COURSE REQUIREMENTS, YOU WILL RECEIVE AN F GRADE IN THIS CLASS.

- You are required to come to class on time and stay for the entire class. THE SYLLABUS MAY BE CHANGED DURING THE SEMESTER. NO MAKE-UPS OR LATE ASSIGNMENTS WILL BE PERMITTED (WITH THE EXCEPTION OF THE MAKE-UP POLICY STATED BELOW).

- Make-Up Policy: Make-ups or late assignments are permitted for the following reasons ONLY: Personal illness or emergency; family illness or emergency. These must be verified in writing by a physician or with official written documentation (e.g., a copy of a court summons, funeral announcement, etc.). Car trouble, vacation plans, personal/family activities, other classes, etc. ARE NOT EXCUSABLE FOR MISSED OR LATE ASSIGNMENTS. ALL MAKE-UPS TAKEN IN THE TESTING CENTER.

- It is your responsibility to schedule make-ups IN THE TESTING CENTER no later than one week after you return to class. NO EXCEPTIONS.

- You are required to know the due dates of all class assignments and exams. Syllabus dates and assignments may be changed during the semester. Changes may be announced in class as late as 1 week prior to the exam/assignment date shown on the syllabus. You are responsible for knowing and complying with all changes on the syllabus for exams and assignments.

- YOU MUST BE PRESENT FOR THE FIRST 2 CLASS MEETINGS OR YOUR PLACE WILL BE ASSIGNED TO ANOTHER STUDENT. THIS DOES NOT MEAN YOU ARE OFFICIALLY DROPPED FROM THE COURSE, HOWEVER. IT IS YOUR RESPONSIBILITY TO OFFICIALLY WITHDRAW FROM OR DROP THE CLASS BY COMPLETING THE REQUIRED PAPERWORK AND OBTAINING THE REQUIRED SIGNATURES.

- If you have a disability or condition that requires extra exam time or other considerations, please notify me and you will be allowed to make arrangements with the campus Testing Center to take your exam. You must notify me of any special arrangements that need to be made NO LATER THAN TWO WEEKS BEFORE THE EXAM OR ASSIGNMENT IS DUE. For special accommodation students: ALL TESTING CENTER EXAMS MUST BE TAKEN ON OR BEFORE THE DAY THE EXAM IS SCHEDULED FOR THE REST OF THE CLASS. You must make these arrangements NO LATER THAN 2 WEEKS PRIOR TO THE TIME THE EXAM IS SCHEDULED FOR THE REST OF THE CLASS.

- It is possible that some assignments or new material for this course may be given during “Dead Week” or the last week of classes.

- Do not schedule other appointments, personal/family activities, school activities, other classes/labs/office hours, work, or career activities, during the time when this class meets.

- Sleeping, eating outside talking and reading are not permitted in class.
• ALL SYLLABUS CHANGES WILL BE ANNOUNCED IN CLASS, SOME AS LATE AS 1 WEEK BEFORE THE EXAM DATE SHOWN ON THE SYLLABUS.
• Plagiarism is a serious academic violation and will be handled according to University policy.

LECTURES
• You must take notes on all lectures, films, discussions. You should follow the reading schedule on the syllabus even if lecture is slightly ahead of or behind the syllabus. Lectures do not summarize or recapitulate the readings; they are designed to illuminate and clarify the readings and stimulate discussion. Please feel free to ask questions and make comments in class. For review purposes I may also call on students at random to answer questions about the readings, lectures, and films. I may also give in-class work (some for credit).

EXAMS
Reviews for all exams will be done in class.

• Midterm (100 points), Week 8. Thurs., March 22, 2007. The midterm will cover readings lectures, and films covered in weeks 1-7 of the course. The midterm will consist of brief answers, fill-ins, identifications, matching questions covering lectures, readings, films, etc., including Dierenfield, Fairclough, Acuna, and Sitkoff.

• Book Exam—Deloria, Custer Died for Your Sins (100 points), week 13, Thurs., April 26, 2007.
This exam will consist of multiple choice questions covering the most significant issues, themes, etc. of this book. YOU WILL NEED A SCANTRON FORM #882 AND A #2 PENCIL.

PAPER -- (100 points), DUE WEEK 15, THURS., MAY 10, 2007
PAPER DUE IN THE FIRST 15 MINUTES OF CLASS. PAPER TOPICS AND INSTRUCTION SHEET AND GRADING CRITERIA WILL BE DISTRIBUTED IN CLASS. This course requires an 8-10 page (minimum 1,500 words), typed, double-spaced, Chicago style footnoted (or endnotes) paper with bibliography (footnotes/endnotes and bibliography not counted in paper length). Diane Hacker’s manual is required for this paper. The paper is MANDATORY.

ORAL PRESENTATION (100 points)
During the semester each student will be required to make one oral group presentation based on reading/lectures on a topic or issue that I will announce in class. Each group will have approximately 15 minutes to make the presentation. You will have approximately 10 minutes to meet with your group to plan. Be prepared for questions.

EXTRA CREDIT (25 points)
DUE: Week 14, Thursday, May 3, 2007 in the FIRST 15 MINUTES OF CLASS. Of course, you may turn it in any time during the semester before the due date. You will be given the opportunity to earn 25 points of extra credit to be added to your total points. The extra credit assignment will be distributed in class.

FINAL EXAM (200 points)
Thursday, May 24, 2007, 12:45 p.m.- 2:45 p.m.; Brighton Hall 210
The final exam will cover WWII, Cold War, Civil Rights Era (blacks, Mexican Americans, and Indians), and post civil rights era. The final will include materials from readings (including Acuna, Fairclough, Deloria, Dierenfield, and Dudziak), lectures, and films.
POINTS DISTRIBUTION

Midterm ............................................ 100 points
Book Exam, Deloria .............................. 100 points
Paper ............................................... 100 points
Oral Presentation ............................... 100 points
Final Exam ...................................... 200 points
Extra Credit ................................. 25 points
TOTAL POSSIBLE = 600 (625 WITH EXTRA CREDIT)

Midterm, Paper, Orals:  Final Exam Points:
100-95 = A  200 - 190 = A
94-90 = A-  189 - 180 = A-
89-87 = B+  179 - 177 = B+
86-83 = B   176 - 170 = B
82-80 = B-  169 - 160 = B-
79-77 = C+  159 - 154 = C+
76-73 = C   153 - 150 = C
72-70 = C-  149 - 140 = C-
69-67 = D+  139 - 134 = D+
66-63 = D   133 - 126 = D
62-55 = D Below 55=F  125 - 110 = D- Below 110=F

Course:
600-564 = A  479-474 = C+  335-330 = D-
563-540 = A-  473-438 = C Below 330 = F
539-522 = B+  437-420 = C-
521-510 = B  419-396 = D+
509-480 = B-  395-336 = D

History 173,
READING ASSIGNMENTS

THIS SYLLABUS MAY BE REVISED DURING THE SEMESTER. SOME REVISED DATES FOR EXAMS/ASSIGNMENTS MAY BE ANNOUNCED IN CLASS AS LATE AS 1 WEEK PRIOR TO THE EXAM/ASSIGNMENT.

Week 1:
Lecture: The Roots of Civil Rights: Black, Brown and Red
Reading: Dierenfield, pp. 1-4; Fairclough, Chap. 1; Acuna, chaps. 6-7

Week 2:
Lecture: Reconstruction: Forging a Community in the Era of Jim Crow
Reading: Dierenfield, chaps. 1-2, document #11, “Fourteenth Amendment, 1868;” Fairclough, chap. 2.

Week 3:
Lecture: The Nadir: Plessy v. Ferguson and Overt and Covert Protest
Reading: Fairclough, chaps. 3-4; Acuna, chap. 8
Week 4:
Lecture: The Era of Legalism: Agitation vs. Accommodation
Reading: Fairclough, complete chaps. 3-4; Acuna, complete chap. 8.

Week 5:
Lecture: War, Migration, and the Politics of the New Negro, Part 1
Reading: Fairclough, chaps. 5-6; Acuna, chap. 9.

Week 6:
Reading: Fairclough, 7-8; Sitkoff, chaps. 1-4; Deloria, preface & chaps. 1-6; Acuna, chap. 10 (begin)

Week 7
Lecture: The Great Depression: Black Cabinet, IRA, LULAC, Self Help, Part 2 (end)
Reading: Fairclough, chaps. 7-8 (complete); Sitkoff, chaps. 6-13 (complete); Acuna, chap. 10 (complete).

WEEK 8: MIDTERM EXAM THIS WEEK - THURS. MARCH 22, 2007.
Lecture: Review (weeks 1-7 including reading, lectures, films)
Reading: Complete all readings shown on syllabus, weeks 1-7.

*Week 9 SPRING BREAK NO CLASS

Week 10
Lecture: World War II: The Momentum of the Double V: Part 1
Reading: Fairclough, chap 9-10; Acuna, pp. 241-257; Deloria, chaps.5-6; Dierenfield, chaps. 3-5, document # 2 ("Brown v. Board of Education, 1954"), document #3 ("The Southern Manifesto, 1956"), Document #4 (Herblock Cartoon re: Eisenhower").

Week 11
Lecture: The Momentum of the Double V: Part 2 (end)
Reading: Fairclough, chaps. 9-10 (complete); Acuna, pp. 241-257 (complete); Dierenfield, chaps 6-8, document #5 ("James Farmer, Separation or Integration), document #8 ("Letter from a Birmingham Jail, 1963"); Deloria, chap.7.
REVIEW FOR PAPER

Week 12
Lecture: The Cold War Era: Politics, Direct Action and Legalism
Reading: Dierenfield, chaps. 9-10, document #12 ("Mississippi Voter Registration Form"); Deloria, chaps 8-9; Dudziak, chaps. Intro-3; Acuna, pp. 257-270, & chap. 12.
Week 13
Lecture: The Beloved Community: Nonviolent, Direct Action, Pt. 1
Reading: Dierenfield, chaps. 11-12; documents: #10, #14, #15 (MLK, "I Have A Dream," "SNCC Handbill on Politics in Mississippi," "White Volunteers In Mississippi Freedom Summer, 1964"); Deloria, chaps. 10-11 (complete); Dudziak, chaps. 4-6 conclusion (complete); Acuna, chap. 13.

Week 14
Lecture: EXTRA CREDIT DUE THIS WK., THURS., MAY 3 (FIRST 15 MIN. OF CLASS)
Reading: Reformers at the Crossroads: Limitations of Integration, Black Power, Red Power, and Chicanismo.

Week 15
Lecture: PAPER DUE THIS WEEK—THURS., MAY 10, (FIRST 15 MIN. OF CLASS)
Reading: COMPLETE WEEK 14 READING
       REVIEW FOR PAPER ON TUESDAY
       REVIEW FOR FINAL EXAM ON THURSDAY

       MAKE SURE ALL READING IS COMPLETED

FINAL: THURSDAY, MAY 24, 2007
12:45 P.M. - 2:45 P.M.
Brighton Hall 210