

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: 10/30/2008

Department/Division proposing course: History

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number HIS 587

b. Title* The Civil Rights Movement in the U.S. Since 1930

*If title is longer than 24 characters, offer a sensible title of 24 characters or less: African/Am Civil Rights Mvt. Sc 1930

c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week.

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (x) LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
() SEMINAR () STUDIO () OTHER – Please explain: _____

d. Please choose a grading system: Letter (A, B, C, etc.) Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES NO If YES, maximum number of credit hours: _____

g. Course description:

This course will focus on the struggle for African American equality in the U.S. during the mid twentieth century. It will examine key civil rights issues, events, strategies, leaders and organizations on both the local and national levels. Using historical documents and documentary film presentations this course will discuss the status of race relations in America over the past fifty years.

h. Prerequisite(s), if any:

i. Will this course also be offered through Distance Learning? YES NO

If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based Interactive video Extended campus

3. Supplementary teaching component: N/A or Community-Based Experience Service Learning Both

4. To be cross-listed as: AAS 587 / _____
Prefix and Number printed name Cross-listing Department Chair signature

5. Requested effective date (term/year): FALL / 2009

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6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: _____
8. Why is this course needed?
This course was dropped for inactivity since 1999. It is a crucial component part of providing the diversity within the University and the program.

9. a. By whom will the course be taught? Gerald Smith, Joanne Melish
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
25-30
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.
It is cross-listed with African American Studies, and will attract students from Political Sciences, Pre-law, Sociology, Education and various other programs within the University.

12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? _____
[†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: _____
16. Will adding this course change the degree requirements for ANY program on campus? YES NO
If YES[†], list below the programs that will require this course:


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†In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Gerald Smith Phone: 257-2110 Email: glsmit01@uky.edu

20. Signatures to report approvals:

<u>10/28/08</u>	<u>Jeremy Popkin</u>	/	
DATE of Approval by Department Faculty	printed name	Reported by Department Chair	signature
<u>12/05/08</u>	<u>Leonidas G. Bachas</u>	/	
DATE of Approval by College Faculty	printed name	Reported by College Dean	signature
* DATE of Approval by Undergraduate Council	printed name	Reported by Undergraduate Council Chair	signature
* DATE of Approval by Graduate Council	printed name	Reported by Graduate Council Chair	signature
* DATE of Approval by Health Care Colleges Council (HCCC)	printed name	Reported by Health Care Colleges Council Chair	signature
* DATE of Approval by Senate Council	Reported by Office of the Senate Council		
* DATE of Approval by University Senate	Reported by Office of the Senate Council		

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities COURSE MAJOR, DEGREE or PROGRAM: HIS 587

DATE FOR EPC REVIEW: Dec. 5, 2008 CATEGORY NEW CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE



7. _____
A&S Educational Policy Committee, Humanities Area Coordinator
Anibal Biglieri, biglieri@email.uky.edu 257-4640

Date: 12/05/08

**“The Civil Rights Movement In The U.S. Since 1930”
Fall 2008**

Dr. G. L. Smith
Kentucky African American Encyclopedia Project
103B Margaret I. King Building
Phone 257-2110
Email: glsm01@uky.edu
Office Hours: Wed. 1-4; Thurs. 12-2:30
And By Appointment

Course Description

This course will focus on the struggle for African American equality in the U.S. during the mid twentieth century. It will examine key civil rights issues, events, strategies, leaders and organizations on both the local and national levels. Using historical documents and documentary film presentations this course will discuss the status of race relations in America over the past fifty years.

Course Objectives

- Students will be able to explain the origins of the modern civil rights movement
- Demonstrate an understanding of issues which created tensions among civil rights organizations
- Analyze the differences between the national movement and local movements
- Apply knowledge of the modern civil rights movement to contemporary issues as they relate to race in American society

Required Readings

Howard Smead, Blood Justice
Steven Lawson & Charles Payne, Debating The Civil Rights Movement, 1945-1968
William Chafe, Civilities and Civil Rights,
Melton McLaurin, Separate Past
Ann Moody, Coming of Age in Mississippi
Beverly Tatum, Why Are All the Black Kids Sitting Together in the Cafeteria

Course Requirements

There will be a mid-term and final examination. These exams will consist of essay questions on readings, films, and lecture material. The mid-term will count 20% and the final 25% of the course grade. There will also be “one” pop quiz over scheduled class reading material or on the documentary shown for that class period (15%).

Undergraduate students will write two individual papers critiquing the essays and supporting documents written and presented by Steven Lawson and Charles Payne. Each paper must be three to five pages type-written and double-spaced. (20% each)

Graduate students will be required to write a comparative review of four books. This paper should be type-written, double-spaced and a minimum of twelve pages. This paper will count 40% and is **due December 4th**.

NOTES TO STUDENTS

** Make-up exams/quizzes are not advised but will be given to students with a valid excuse. All make-ups will be given Dec. 3rd and 5th in room 103B Margaret I King Building between 2 and 4 p.m.. Make-up quizzes will be comprehensive over all “reading materials” scheduled prior to the last quiz. Any person arriving to class fifteen minutes after the quiz begins will have to take a make-up quiz. Mid-term make-ups will consist of two questions only. Students must answer both questions. Students are responsible for scheduling the time of their make-ups. The make-up quiz will consist of one question.

Late papers will be penalized one letter grade each day they are overdue. All late papers must be submitted within a week of the original due date. No papers will be accepted beyond this period of time. No excuses.

Cell phones and other electronic devices must be turned off at the beginning of class. I reserve the right to penalize the exam/quiz grades of students who fail to abide by this rule. (Students desiring to use laptops for “note taking only” must sit in the first row.)

Guidelines for Undergraduate Papers

Students are required to critique debates on the civil rights movement. Each paper should summarize the author’s essay and address the strengths and weaknesses of the essay. Students are also expected to evaluate the usefulness of the documents that follow the essay. Does the author make a convincing argument based on the documents he selected? Explain. How could the author have presented a stronger argument in their essay? Explain.

Steven Lawson, “Debating The Civil Rights Movement: The View From The Nation,”
due Oct. 9th.

Charles Payne, “Debating The Civil Rights Movement: The View From The Trenches,”
due November 20th.

Guidelines for Graduate Papers (Comparative Book Reviews)

Summarize the major points of the book. What is the book’s thesis? What basic period(s), topics or personalities of history does the author recreate and illustrate? What do you consider to be the book’s strengths? Compare how the books differ in approaches to the subject. Compare the terms of the author’s writing style and organization of the material? What sources do the authors use to present their argument? Do the authors vividly bring the past to life again for you as a student of history? What are the weaknesses found in each book? Finally, would you use this book in a course on civil rights? Why or why not?

Course Reading Lecture/ Reading Schedule

Aug. 28 Course Introduction, “The N Word: Divided We Stand”

- Sept. 4 Origins of the Modern African American Freedom Movement
- Sept. 11 The Road To Brown
- Sept. 18 The Brown Decision
- Sept. 25 The Montgomery Movement and Beyond
- Oct. 2 White Resistance, Government Response; Discussion: Blood Justice
- Oct. 9 White Resistance, Government Response, Black Protest
- Oct. 16 MID-TERM EXAMINATION**
- Oct. 23 Discussion: Coming of Age in Mississippi
- Oct. 30 Birmingham and the Bluegrass State, Discussion: Separate Pasts
- Nov. 6 Toward A Great Society?
- Nov. 13 Toward A Great Society? Part II, Discussion: Civilities and Civil Rights
- Nov. 20 Race, Revolution, and Culture in American Society
- Nov. 27 Thanksgiving Holiday
- Dec. 4 Race, Repression, and Resistance in American Society
- Dec. 11 Discussion, Why Are All The Black Kids Sitting Together in the Cafeteria?
- Dec. 16 FINAL EXAMINATION, TUESDAY, 6:00 P.M.**