

Jean-Pierre (J.-P.) Reed

Phone: 453-7610

Office: **Faner 4036**

E-mail: [reedjp@siu.edu](mailto:reedjp@siu.edu)

Direct Link to Course in D2L (MyCourses):

<https://mycourses.siu.edu/d2l/home/630676>

Lecture/Discussion:

**Lib 610A,**

T+TH, 3-4:15PM

Office Hours:

**Faner 4036, Ws,**

10AM-12PM

**Lib 184, TUs+THs,**

10AM-12PM

and by appointment

## *We shall overcome: The history, possibilities, & continued significance of the civil rights movement*

“Power concedes nothing without a demand. It never did and it never will.” – **Frederick Douglass**

“Rule-following, legal precedence, and political consistency are not more important than right, justice and plain common-sense.” – **W.E.B. Du Bois**

“The way to right wrongs is to turn the light of truth upon them.” – **Ida B. Wells**

### **COURSE DESCRIPTION**

This is an introductory course on the Civil Rights Movement (CRM). It is intended to give students a broad understanding of the history of this movement. As such the basic objectives of this course are to explore the ways in which the CRM have been theorized and analyzed.

#### Program Learning Outcomes

- This course satisfies the University Core Curriculum (UCC)
- This course satisfies the University Core Curriculum (UCC), Area 3, Multiculturalism
- This course satisfies the University Honors Programs (UHP) Curriculum

#### Student Learning Outcomes

- You will learn the history of the US Civil Rights Movement.
- You will learn concepts and theories connected to social movement scholarship.
- You will learn about the actors –its leaders, activists, and participants– that made the CRM successful
- You will learn what made the CRM work, how it was sustained, and what curtailed its development.
- You will learn about the impact of the CRM on the self and society.
- You will have an opportunity to apply, analyze, and extrapolate from what you learn in writing and during class discussions.

#### Honors Credit

- To earn Honors Credit, you must earn at the very least a “C” grade.

### **TEXTS / READINGS**

***Required*** (Available at the University Bookstore and Reserve Room at the Morris Library)

- *The Origins of the Civil Rights Movement: Black Communities Organizing for Change* by Aldon Morris.
- *How Long? How Long? African-American Women in the Struggle for Civil Rights* by Belinda Robnett.

- *Martin Luther King, Jr., Malcolm X, and the Civil Rights Struggle of the 1950s and 1960s: A Brief History with Documents* by David Howard-Pitney.
- *The Rebellious Life of Mrs. Rosa Parks* by Jeanne Theoharis.
- *Freedom Summer* by Doug McAdam.

**Supplementary Readings** (Available in D2L)

- *Political Process and the Development of Black Insurgency, 1930-1970* (1999) by Doug McAdam.
- Selections (from):
  - *Eyes on the Prize* by Juan Williams
  - Others listed below

FILMS (listed below)

## THINGS TO KEEP IN MIND

**Lecture Notes, Reading, and Note-Taking:**

I will be posting **Presentation Materials** covering the course material in D2L. Many of the presentation materials are very detailed. I encourage you to study these after your own reading of the reading material as this will help with knowledge accumulation.

There is plenty of reading to be covered, some of which may prove difficult/boring. Working consistently, however, should make it a worthwhile endeavor. **Reading** ahead is always a good strategy. Please remember that it is normal to feel overwhelmed. You will “get” some of the material, and some of it you will not. This is expected. The point is that engaging with it will provide you with a good foundation from which you can negotiate your future readings on the *Civil Rights Movement*. You are responsible for keeping up with the reading and your own note-taking. Doing these two things should help you do well on this course. As you engage with the course material, moreover, keep track of concepts, arguments, and assumptions in particular readings.

**Academic Integrity / Misconduct:** Plagiarism of any type or academic dishonesty will NOT be tolerated and will result in disciplinary action. Students are also expected to abide by the Student Conduct Code.

- See <https://srr.siu.edu/academic-misconduct-resources/academic-dishonesty.php> for info on Academic Dishonesty, the Student Conduct Code, and Academic Dishonesty Procedures.
- **AI Policy:** Using AI for any purpose related to this course is prohibited unless you obtain written permission from the instructor in advance. Students who use AI for a purpose related to this course have a *positive obligation* to disclose that they used AI and how they used it. Failure to follow these guidelines constitutes academic misconduct.

**Seminar Conduct:** No disruptive, distracting, or demeaning behavior will be tolerated in this class. Additionally, texting, recording of any type, ringing, and surfing the net are strictly prohibited during the seminar period. If your cell phone must be on for medical, childcare, or other reasons, please set it on vibrate. Should I need to remind you about Classroom Conduct more than twice, your final grade will be downgraded a letter grade – no exceptions!

**Late Submissions/Extensions:** Extensions may be granted, provided they are requested and arrangements are made for a late submission before the Due Date.

**Incompletes:** Access the Syllabus Attachment and the following link, <https://registrar.siu.edu/grades/incomplete.php>, for information on Incompletes.

**Email Communication:** Please keep the following in mind when communicating through email

- Access the official link on this type of communication, <https://policies.siu.edu/policies/email.php>
- Before emailing me: Read the course syllabus; review your notes on announcements; and/or contact your classmates via D2L Email or Instant Messaging.

**Syllabus Attachment:** Additional information on deadlines, policies and other resources can be found on the syllabus attachment, which is available on the last page of the syllabus and in D2L.

**Religious Holidays:** Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. For additional information on religious holidays, please access the following link, <https://catalog.siu.edu/univ-policy/religious-observ.php>.

**COVID-19:** Should it prove necessary; we will adhere to all University Policies concerning this illness. For your health and the health of other members of the classroom community, please take precaution.

**Acknowledging Differences:** During the course of the semester, we will have the opportunity to share thoughts, opinions, and beliefs about our life experiences as we try to illuminate social life through the sociological perspective. Differences in outlooks will inevitably surface as we share our points of view. Let us recognize and acknowledge such differences as an opportunity to critically come to terms with the complex organization of social life. Most importantly, let us respect such differences. While the critical appraisal of difference is part of the course in the exchange of ideas, such an opportunity should not be conceived as an occasion to dismiss or put someone down.

## COURSE REQUIREMENTS

### I. *Class Participation/Presentations* (24%) – 70 points

This course will be run as a seminar, with full student participation and some lecturing by the instructor. You are required to engage in the careful reading / analysis of course material and to come prepared to have meaningful discussions on the issues and questions at stake in the various readings we will be covering. Students will be responsible for leading class discussion and producing presentations documents each week, starting on Week III (9/02, 9/04).

Your class participation plays an important role in what you learn. Come prepared to ask questions during the class period. Bring your discoveries, identified contradictions, and / or your perspective on the readings to our get-togethers. As you engage with the course material, work to formulate questions for you to bring to class. Develop your questions: 1) After a good-faith reading of the material; 2) based on concepts, arguments, and assumptions in a particular reading; 3) on a “critical” evaluation of the latter components; and/or 4) on the connections between and within weekly readings. Good “questions are designed to probe, to find something that is *not* already there, to discover relationships and possibilities that are not given. . . . By posing questions *[you]* want answered,” you will invest yourself “more fully and care more deeply” about the subject matter (Bowker 2010: 129, 133).

### II. *Class Attendance (CA)* (10%) – 30 points

**Attendance at lectures, films, and special guest lectures (if scheduled) is required.** To ensure accurate reward for your presence in the classroom, you will receive a score every time you attend. You can accumulate up to 30 points for the entire semester, depending on your attendance rate.

### III. *Summary Briefs* (33%) – 100 points

In addition to completing the assigned readings and presenting on these, you will be required to turn in **3 SBs** that “critically” assess a book. **Important:** Only use course material for this course requirement. No outside sources are allowed. **SB1 and SB2** count **33 points** each. **SB3** count **34 points**. You have **5 chances** to submit your **SBs**.

The **SBs** should be at least **4** pages in length, double-space. Please number your **SBs** as you submit these (e.g., SB1, SB2, and SB3). Submit electronic copies (MSWord docs via e-mail attachment) on the Due Dates by 23:59 (11:59 PM). **SBs Due Dates:**

- On *Political Process and the Development of Black Insurgency* **or**  
On *The Origins of the Civil Rights Movement*, **Week V, 9/19**
- On *A Brief History with Documents*, **Week XI, 11/01**
- On *How Long? How Long?*, **Week XIV, 11/22**
- On *The Rebellious Life* **or** *Freedom Summer*, **Week XVI, 12/05**

**IV. Final Paper (33%) – 100 points**

You will also be required to submit a Final Paper. This will entail writing a paper that explores social movement issues. This Final Paper may take one of the following forms:

- An extended **Review Essay** on one (or two) of the original books that we shall be reading. **Important:** Only use course material for this option.
- A **Social Movement Paper** connected to a personal project but related to course themes. **Important:** Use both course and outside material for this option.

The **Final Paper** should be at least **10-15 pp.** in length. **FP Due Date: TBD**

**OUTLINE OF COURSE SCHEDULE**

(Course Schedule is Subject to Change)

**Points of Departures: Introductions, DOL, and what is a Social Movement?**

**(8/19)**

- “The Promise of Sociology” by C. Wright Mills
- “Social Movements as Politics” by Charles Tilly (from *Social Movements, 1768-2004*).
- “Introduction” by Nick Crossley (from *Making Sense of Social Movements*)
- “What is a Social Movement?” by Hank Johnston

**On Structural and Organizational Explanations**

**(8/21)**

*Political Process and the Development of Black Insurgency*, Chapters 1-4 (Theoretical Models)

**(8/26, 8/28)**

*Political Process and the Development of Black Insurgency*, Chapters 5-8

**On Organizational Explanations**

**(9/02, 9/04)**

*The Origins of the Civil Rights Movement*, Chapters 1-5

**(9/09, 9/11)**

*The Origins of the Civil Rights Movement*, Chapters 6-9

**The Legal and Direct-Action Strategies**

**(9/16)**

Book: *Eyes on the Prize*, Chapter 1, 3 (Available in D2L)

**(9/18)**

Film: “Eyes on the Prize,” Episode 1

**(9/23)**

Book: *Eyes on the Prize*, Chapters 4-5 (Available in D2L)

**(9/25)**

Films: “Eyes on the Prize,” Episode 2

**On Discursive Explanations I - On the Role of Religion****(9/30)**

- “Religion: Opiate or inspiration of civil rights militancy among Negroes?” by Gray T Marx, *American Sociological Review* (1967), pp. 64-72 (Available at **GoogleScholar**).
- “Civil religious contention in Cairo, Illinois: priestly and prophetic ideologies in a ‘northern’ civil rights struggle” by Jean-Pierre Reed, Rhys H. Williams, and Kathryn B. Ward *Theory and Society* (2016, 45:1), pp. 25-55. (In **D2L**).
- Recommended: “Culture and Social Movements” by Doug McAdam. (From *New Social Movements: From Ideology and identity*, Enrique Laraña, Hank Johnston, and Joseph R. Gusfield, editors). (In **D2L**).

**On Discursive Explanations II - On Reform vis-à-vis Revolution****(10/02)***A Brief History with Documents*, Chapters 1-3**(10/07, 10/09)***A Brief History with Documents*, Chapters 4-6**Gender and the Civil Rights Movement (I)****(10/14, 10/16)***How Long? How Long?*, Chapters 1-4**Lyrics in the CRM****(10/21)**

*Invited Lecture: Dr. Joseph Brown, Director of SAMS*  
(School of Africana and Multicultural Studies)

**Gender and the Civil Rights Movement (II)****(10/23, 10/28)***How Long? How Long?*, Chapters 5-11**On Rosa Parks****(10/30)***The Rebellious Life of Mrs. Rosa Parks*, Chapters 1-4**(11/04)***The Rebellious Life of Mrs. Rosa Parks*, Chapters 1-4**The Legacy of Social Movements: Freedom Summer****(11/06, 11/13)***Freedom Summer*, Chapters 1-3

(11/18, 11/21)

*Freedom Summer*, Chapters 4-6**Week of Reflection: Connections to the Present**

(12/02, 12/04)

- “From civil rights to Black lives matter” by Aldon Morris, *Scientific American* 3 (2021). (In D2L)
- “Black protests in the United States, 1994 to 2010” by Pamela Oliver et al. *Sociological Science* (2022): 9, 275-312. (In D2L).

**OTHER THINGS TO KEEP IN MIND****FINAL GRADE**

Your final grade will be based on either the highest student score or 290 points, whichever is higher. So, what this means is that if the top student earns 285 points out of a total 300 possible points, the curve will be based on 290 points. If the highest student score is 295 out of a total 300 possible points, then the curve will be based on 295 points. You can estimate what your grade is by keeping track of your scores and dividing the total by 300 or 290 (unless I announce over e-mail a higher student score) points. This will give your % grade.

**EXTRA-CREDIT**

**Policy:** Extra-credit is extra-credit. None of the course requirements can be substituted with extra-credit. All course requirements must be completed for extra credit to count. Extra-credit is offered to you as an option to further cultivate your understanding of course material. These are your options:

- Course Evaluation - If you send me an e-mail receipt indicating that you submitted your Online Evaluation, you will get 5 pts. The receipt feature is available in the platform you will be using for the evaluation. The DUE Date for this extra credit is **12/06**.
- Final 5-Things Report – If you submit to me via e-mail attachment a document listing 5 central things you learned (your take-aways) in your overall experience of the course, you will get 10 pts. As with the other FTs, submit this extra credit as a Microsoft Word (MSW) document and e-mail it to me as an attachment. The DUE Date for this extra credit is the Final Exam Date, **TBD**.

**A COMMENTARY ON TEACHING**

“[T]eaching [is] a revolutionary act... Learning and teaching are complex, endlessly fascinating collaborations. [A teacher can] learn enormous amounts from the students ... [Students are] colleagues and companions on an intellectual, potentially life-changing journey.... [Good goals for teaching] include the development of critical thinking skills, acquiring the ability to work collaboratively, honing the art of applying theoretical concepts to actual historical and contemporary situations, and making connections between what we study and how we live” (Foran 2003:02).

**A COMMENTARY ON OFFICE HOURS SESSIONS**

“Dialogue with the people is radically necessary to every authentic revolution.”

**Paulo Freire**

I encourage you to attend office hours. I am available to address any concerns or issues connected to your academic experience. Please feel free to talk to me about the subject matter or assignment strategies. You will do well in this course if you are prepared to study hard. Taking advantage of a more “accessible” setting may help your learning efforts. I am available to see you one-on-one in order to address your issues, questions, concerns, ideas, or discoveries. I am interested in your reactions, responses, views, or perceptions. Part of the learning process requires meaningful dialogue between the professor and the student. Therefore,

your individual feedback is important and your thoughts, ideas, perceptions, concerns, questions, or doubts are essential to the learning process itself.

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**References**

- Bowker, Matthew H. 2010. "Teaching Students to Ask Questions Instead of Answering Them."  
*Thought and Action* 26: 127-134.
- Foran, John. 2003. Syllabus for Sociology 130ST, *Radical Social Change from Chile to Chiapas*, at UCSB, Summer Sessions.

# Syllabus Attachment

Fall 2025

MISSION STATEMENT FOR SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

*SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.*

## IMPORTANT DATES:

Semester Classes Begin: .....08/18/2025  
Last day to add full-term course (without Dean's signature): .....08/24/2025  
Last day to withdraw from the University with a full refund: .....08/29/2025  
Last day to drop a full-term course for a credit/refund: .....08/31/2025  
Last day to drop a full-term course (W grade, no refund):.....10/26/2025  
Final examinations: .....12/08/2025–12/12/2025

Note: Please verify the above dates with the Registrar calendar and find more detailed information on deadlines at <http://registrar.siu.edu/calendars>. For add/drop dates that apply to shorter-than-full-term courses, please look at the Schedule of Classes search results at <http://registrar.siu.edu/schedclass/index.php>

## FALL SEMESTER HOLIDAYS:

Labor Day 09/01/2025  
Fall Break 10/10/2025  
Veterans Day 11/11/2025  
Thanksgiving Break 11/22/2025 - 11/30/2025

**DIVERSITY:** Southern Illinois University Carbondale's goal is to provide a welcoming campus where all of our students, faculty and staff can study and work in a respectful, positive environment free from racism and intimidation. For more information visit: <http://diversity.siu.edu>. Additional [informational flyer](#).

**OFFICE FOR ACCESS AND ACCOMMODATIONS:** SIU Carbondale is committed to providing an inclusive and accessible experience for all students with disabilities. Office for Access and Accommodations coordinates the implementation of accommodations. If you think you may be eligible for accommodations but have not yet obtained approval please contact OAA immediately at (618) 453-5738 or <https://access.siu.edu>. You may request accommodations at any time, but timely requests help to ensure accommodations are in place when needed. Accommodations and services are determined through an interactive process with students and may involve consideration of specific course design and learning objectives in consultation with faculty.

**MILITARY COMMUNITY:** There are complexities of being a member of the military community and also a student, and military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at <http://veterans.siu.edu/>.

**STUDENT MULTICULTURAL RESOURCE CENTER:** The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in the Student Services Building Room 140, to see the resources available and discover ways you can get involved on the campus. Visit us at <https://smrc.siu.edu/>.

**SALUKI CARES:** The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIUC will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Cares: Call (618) 453-2461, email [siucares@siu.edu](mailto:siucares@siu.edu), or <http://salukicare.siu.edu/>.

**SAFETY AWARENESS FACTS AND EDUCATION:** Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://safe.siu.edu>.

**PREGNANCY:** Title IX makes it clear that students who are pregnant or have a related condition may contact the Title IX Coordinator to request accommodations or to report any allegations of discrimination. The Title IX Coordinator may be contacted at: Nick Wortman, Associate Vice Chancellor for Human Resources, Southern Illinois University Carbondale, 0135 Woody Hall, 900 S. Normal Avenue, Mail Code 6520, Carbondale, IL 62901, (618) 453-6667, [equity@siu.edu](mailto:equity@siu.edu).

**SIU COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):** Mental health counseling services are available by calling [CAPS](#) at (618) 453-5371. CAPS offers confidential same-day services and ongoing counseling. For after hours crisis care, students are encouraged to call 988, 911, or present to their nearest emergency room.

**WITHDRAWAL POLICY (Undergraduate Only):** Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar's office. For the proper procedures to follow when dropping courses and when withdrawing from SIUC visit: <https://registrar.siu.edu/students/withdraw.php>.

**SIUC'S EARLY WARNING INTERVENTION PROGRAM (EWIP):** Students enrolled in courses participating in SIUC's Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the University Core Curriculum's Overview webpage: <https://corecurriculum.siu.edu/for-faculty/>.

**EMERGENCY PROCEDURES:** We ask that you become familiar with Emergency Preparedness at SIU. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness at SIU website, and through text and email alerts. To register for alerts visit: <http://emergency.siu.edu/>.

## CATALOGS:

[catalog.siu.edu](http://catalog.siu.edu)  
[gradcatalog.siu.edu](http://gradcatalog.siu.edu) - Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog.

## CENTER FOR LEARNING AND SUPPORT SERVICES:

Tutoring: <https://clss.siu.edu/>  
Math Labs: <http://math.siu.edu/courses/course-help.php>

**WRITING CENTER:** <http://write.siu.edu/>

**PLAGIARISM:** See the Student Conduct Code: <http://srr.siu.edu/student-conduct-code/>

**INCOMPLETE POLICY (Undergraduate Only):** <http://registrar.siu.edu/grades/incomplete.php>

**REPEAT POLICY:** <http://registrar.siu.edu/students/repeatclasses.php>

**MORRIS LIBRARY HOURS:** <https://libcal.lib.siu.edu/hours/>

**ADVISEMENT:** <http://advisement.siu.edu/>

**SIU ONLINE:** <https://online.siu.edu/>