Overview

In the 1950s and 1960s, African-American citizens launched one of the most successful struggles for freedom in modern American history. It was a struggle that caught mainstream press and, consequently, white-dominated America – North and South - by surprise. No one believed that a race of people who had been held in virtual peonage and relative ignorance since 1890s could win that struggle. They faced the power of state governments, state courts, all of state and local law enforcement. Even the decent, law-abiding white citizenry let racist demagogues speak for them and stood quiet as the murderous mobs beat, lynched and tortured any black person or white ally who defied the segregationist order.

Against blacks or anyone who questioned southern folkways, the segregationist – with tacit and sometimes overt backing from law enforcement – used the gun, the whip, the rope, the burning cross and the club. Black Americans seemed to have less chance against their oppressors than did colonial Americans against theirs nearly two centuries earlier.

Their only weapons were the NAACP’s painfully slow legal challenges in the federal courts and the black masses’ non-violent, passive resistance strategy carried out through peaceful direct-action tactics. That strategy and tactic and the years in which they were practiced – 1954-1965 – became identifying characteristics of what became known as American Civil Rights Movement.

These are the years when the Movement, empowered by the landmark Brown vs Board of Education school desegregation ruling by the U.S. Supreme Court in 1954, brought about passage of the two of the most impactful laws in American history. They are the Civil Rights Act of 1964 and the Voting Rights Act of 1965. For African-Americans directly and for all of us indirectly, they are akin a 2nd Bill of Rights, and both continue to have profound resonance in society.

Generally, I imagine most of you know enough American history to know that the South, especially the Deep South, was not a good place to live if you were an African-American. But, in this course, you are going to learn how little you really know about how bad it was. You are going to see some disturbing films and images. Some will be appalling. In short, you will see a 20th century version of a domestic war on terror.
We will try to figure out why – by studying videos, press coverage and other readings - Southerners did what they did, and examine whether the press – which was the primary source of information about race, civil rights and the plight of African-Americans in the South – did its job. And we are going to identify harbingers of the future and lessons for present.

Did the press, especially the Southern press, really explain to their readers how African-Americans were living, how they felt and how they were being treated? Did it closely examine and challenge the South’s factual assertions and myths, such as white supremacy and the belief that blacks were innately inferior and of less intelligence and uncontrollably lustful toward all white women and that segregation was the only way to keep them under control? Do those 20th century questions have 21st century relevance, and is the press today trying to answer them?

In this class, we will show the WWII context of the civil rights movement and post-1965 postscript through 1972. People from other states, including Iowa, got involved in the struggles in the South, and this course is going to delve into Iowa’s role through an Oral History Project. You are going to learn that Iowa also had a civil rights struggle, and some of you will be personally meet and interview some of the foot soldiers in that struggle. Others in this class will meet and interview some Iowans, who at great risk, volunteered to work the most dangerous racial hotspots in the South to helps Southern African-Americans in the struggle for civil rights.

**Graded Assignments**

(Allocation of 1,000 points)

- 460 points – Oral History Project Interview: Advance Preparation Report, 75 points and Class Presentation, 10 points; Interview and Transcript, 125 points, and Class Presentation, 50 points; Paper, 200 points). See Assignment Sheet for Details.
- 440 points – Tests: Four in-class tests on lecture discussions, readings and videos 110 points. They will include 1-3 questions from what we talk about in class; 1-3 questions from the text and other readings.
- 100 points: class participation (3 points for attending and engaging in each class by asking questions during progress report days or lectures, being able to provide relevant responses when called on in class).

**Assignment Due Dates**

- Aug. 27-Sept. 24: Oral History Project - Become familiar with your interviewee and make initial contact to set up interview. Notify me by email immediately afterwards.
- Sept. 15: Lecture/reading Quiz 1. 110 points.
- Sept. 24: Oral History Project – Last Day for making initial contact with interviewee.
- Sept. 25-Oct. 10: Oral History Project – Conduct advance preparation research for Interview. Write a report of at least 500 words (due Oct. 10) and give verbal report to your classmates on what you learned. Written report is worth 75 points; 10 points for class presentation on Oct. 13.
- Sept. 26-Nov. 1 – Oral History Project. Conduct the interview and give a verbal report to your classmates on Nov. 5, 10 or 12 (date to be assigned later) about your interviewee’s role in the civil rights struggle; the most significant knowledge
gained from your interviewee’s work; did you pick up any interviewing tips from this experience that you can share with your classmates, what was the interviewee like in terms of personality, dress, mannerisms; in general, how did the interview go. 125 points for the interview & transcript and 50 points for class presentation.

Oct. 8: Lecture/reading Quiz 2. 110 points.
Oct. 10 (Fri): Oral History Project–Advance Prep. Written Report (75 points)
Oct. 15: Oral Report to Class on Advance Preparation for Oral History Project Interview (primarily rely on your written report; answer questions from class and me)
Oct. 27: Lecture/reading Quiz 3. 110 points.
Nov. 1 (Saturday): Deadline for conducting Oral History Project Interview. Verbal reports to class on Nov. 5, 10 or 12
Nov.5, 10 and 12: Verbal Progress Reports to Class on Oral History Project
Dec. 3: Lecture/reading/Video Quiz 4. 110 points.

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Engagement and Attendance

In your future careers, you will quickly learn the need to discipline yourself to pay attention to and engage with people and in meetings and seminars, even when the discussion seem boring. For journalism and communications fields especially, developing the discipline to pay attention and focus on events that you cover are essential parts of the skill set you learn in this class. That is where your grades on tests and engagement and attendance come in.

In addition to attendance points for coming to class, each time you actively engage in class discussions and show that you are listening to me and to your classmates you earn points. I give engagement and attendance such weight, because it shows me you are trying to develop an essential skill that can make or break you in journalism or any profession. If you only attend class but cannot address questions when called upon or when you use class to look at your phones, text, use Facebook, email, use the internet or do anything not related to the class activity, you are not engaging.

With such behavior, you are not only failing to develop this mental discipline, but you are also being rude. Even worse, you are conveying disrespect for whoever is talking.

Attendance is mandatory. I allow two unexcused absences. I will not excuse you for making appointments for job interviews, family trips or for classes for other assignments that conflict with our class time. Reserve your unexcused absences for such events. Feeling bad, oversleeping or forgetting are not acceptable reasons for missing a day of work in the real world, and I want accept them as excuses for missing class either.

I grant excused absences only for an interview for an assignment in this class, a death in the family, being physically unable to get to a class and suffering a fever or other sickness that could spread to others.

Out-of-Class Requirements

You are expected to spend at least eight hours per week outside of class working on assignments, studying for tests and preparing for class. That requirement is in compliance with university guidelines, which say “that for each semester-hour credit in the course, students should spend two hours per week preparing for class sessions.”

Most of the out-of-class work will involve working on the Oral History Project and studying for tests. The Oral History Project requires advance research on your interviewee and the event he or was involved in, a video and audio recording of the interview, a written transcript and 2,000 word paper. See assignment sheet for full details and advice for carrying out this assignment.

Class Rules

Most class rules are in this syllabus, but sometimes I make additional ones during a semester to address unanticipated circumstances. They help me provide a free and open, upbeat and creative learning environment. They require polite behavior and respect for everybody in this classroom. To that end, I require that you:

• Give full-attention to me or to the person addressing the class;
• Turn off your phones, unless you have advised me in advance that you are expecting a call-back from a source related to your project;

• Refrain from checking email or social networks, reading newspapers, holding side conversations while another is speaking or doing anything unrelated to what is going on in class;

• If you bring a laptop to class, you may keep it running, but lower the top unless you have it open to a word document for the purpose of taking notes;

• Stories produced for other classes or previous classes cannot be used for this class, without consulting with the instructors from both classes and showing substantial differences;

• Arrive on time (please advise me if a previous class in another building will make you late for this class).

The Iowa Dozen

This class aspires to all of the principles of The Iowa Dozen, which are listed in complete detail below. Among those dozen, this class will address the following most intently: writing correctly, clearly and well; conducting research and gathering information responsibly; editing and evaluating carefully; learning to value free speech and First Amendment principles, a diverse global community, creativity and independence and truth, accuracy and fairness. We also will explore the history of media institutions and the role of media in shaping cultures.

Class Schedule (subject to change)
Syllabus Note: Unless otherwise noted, reading assignment chapters and pages refer to The Race Beat. Articles for all other reading assignments will be provided in class.

Aug. 25, Monday.
Homework for Wednesday:
~ “Men Who Shame Our State and Flag,” from Reporting the News, pp. 122-125

Today in Class:
~ Distribute bio sheets.
~ Introductory Comments
~ Go Over Syllabus

Aug. 27, Wednesday
Homework for Wednesday, Sept 3
~ Between today and Sept 24, become familiar with your interviewee and make initial contact to set up interview. Notify me by email immediately, but no later than Sept. 24.
Today in Class (Aug. 27)
~ Assign Oral History Project interviewees; Explain Assignment.
~ Review Major Points of Previous Lecture.
~ Show Eyes on Prize: Awakening (1954-1956)-0-11:00 – Introduction
~ Class Discussion: Major points of “American Dilemma” in Chap. 1.
~ Lecture on the white southern liberal editors: “Ashmore Views the South,” Chap. 4.

Sept. 1, Monday. LABOR DAY – NO CLASS

Sept. 3, Wednesday

Today in Class
~ Class Discussion: Students discuss major points of “Fighting Press” in Chap. 2 and “Southern Editors in a Time of Ferment in Chap. 3.
~ Read/Discuss “Jim Crow’s Last Stand: The Decisive Battle,” by Carl Rowan, pp. 157-178, both from Reporting Civil Rights, Part I.
~ Show newsreel on event leading to Brown.

Sept. 8, Monday
Homework: Read Chap. 7 “The Till Trial,” pp. 86-108;

Today in Class
~ Review main points in “Supreme Court, 9-0, Bans Segregation in Schools,” Reporting Civil Rights, and “The Brown Decisions Hardens the South,” Chap. 5.
~ Prelude to Emmett Till’s Murder: Read/Discuss “Into Mississippi” in Chap. 6, p 75-85.

Sept. 10, Wednesday
Homework: Study for Lecture/Readings Quiz 1 on Wednesday.

Today in Class
~ Show/Discuss Eyes on the Prize: The Murder of Emmett Till.
~ Read/Discuss Huie’s story on Till from Reporting on Civil Rights.
~ Discuss Chap. 7, “The Till Trial”
~ Discuss Monday’s test.

Sept. 15, Monday
Homework for Wednesday: To Be Decided

Today in Class
~ Lecture/Readings Quiz 1. 60 minutes. 110 points.
~ Go Over to Quiz 1.

Sept. 17, Wednesday
Homework for Monday: To Be Decided

Today in Class.
~ To Be Decided
~ Progress Reports on Initial Contact.
Sept. 22, Monday.
**Homework:** To Be Decided
~ Wednesday is deadline for initial contact with Oral History Project interviewee.
**Today in Class:** Interviewing Part I

Sept. 24, Wednesday.
**Homework**
**Today in Class:** Deadline for setting arrangements for Oral History Project interview.
~ Interviewing Part II.

Sept. 25-Oct. 10: Conduct Advance Preparation for Oral History Project Interview. Write a report of at least 500 words (due Oct. 10) and give verbal report to your classmates on what you learned. 75 points for written report; 10 points for class presentation Oct. 13

Sept. 26-Nov. 1: Conduct Interview for Oral History Project, be ready for class presentation on Nov. 5, 10 or 12 (date to be assigned)

Sept. 29, Monday.
**Homework:**
~ Today in Class
  ~ Eyes on the Prize, Volume I, Montgomery Bus Boycott, 27 minutes.
  ~ Discuss “Where Massive Resistance Meets Passive Resistance” in Chap. 8;
  ~ Read/Discuss Critiques of Coverage.
  ~ Discuss Tallahassee Bus Boycott.

Oct. 1, Wed.
**Homework For Oct. 6:** Read Chap. 11 – Little Rock Showdown,” pp. 159-183
**Homework for Wed., Oct. 8:** Study for Lecture/Reading Quiz 2.
**Today in Class:**
~ Discuss “Alabama,” Chap. 9, how Atherine Lucy met the mob.
~ Discuss Chap. 10, “Toward Little Rock.”

Oct. 6, Monday
**Homework for Wednesday:** Study for Lecture/Reading Quiz 2.
**Homework for Oct. 8:** For Discussion after Quiz:
**Today in Class**
~ Eyes on the Prize, Vol. I, Little Rock: 1st Test of Massive Resistance
~ Daisy Bates’ *Long Shadow*: The Ordeal of Elizabeth Eckford
~ Discuss the press’ performance from Chap. 11, “Little Rock Showdown;”
~ Mike Wallace of CBS interviews of Harry Ashmore, editor, Arkansas *Gazette.*
Oct. 8, Wednesday
**Homework:** Chap. 12 “New Eyes on the Old South,” pp. 184-207

**Today in Class**
~ Lecture/Readings Quiz 2 - 60 Minutes, 110 points
~ Go Over Answers to Quiz 2.
~ Lenoir Chambers in Virginia School closing: postscript to Little Rock from p. 209-210, Chap 13; and white segregationist editors strike back, pp. 211-221.


Oct. 13, Monday
**Homework:** Finish reading Chap. 12 “New Eyes on the Old South,” pp. 184-207

**Today in Class:**
~ Oral History Project – verbal reports to class on advance preparation; 5-7 minutes on advance research for interview. Rely primarily on your written report, but be prepared to answer questions from class and me.- 10 points.

Oct. 15, Wednesday
**Homework for Monday:** Read 1st half of Chap 15, “Alabama vs The Times,” p 229-242

**Today in Class:**
~ Discuss Chap. 12 “New Eyes on the Old South,” pp. 184-207.
~ To Be Decided.

Oct. 20, Monday
**Homework:** To Be Decided.

**Today in Class**
~ Read/Discuss Chap. 14, “From Sit-ins to SNCC.”
~ Discuss 1st half of Chap. 15, “Alabama vs The Times:” Segregationist Politicians and Editors Join Forces, pp. 229-242

Oct. 22, Wednesday.
**Homework:** Study for test on Monday.

**Today in Class:** Show 1st segment of Freedom Riders

Oct. 27, Monday:
**Homework:** To Be Decided.

**Today in Class**
~ Lecture/Reading Quiz 3 – 60 minutes, 110 points.
~ Go over answers.
~ Begin 2nd segment of Freedom Riders.
Oct. 29, Wednesday
Homework
~ Read 2nd half of Chap. 15, “Freedom Riders vs The South, pp. 242-255.
~ Read Chap. 16, Albany,” pp. 256-269.
Today in Class
~ Finish Segment II of Freedom Riders.

Nov. 1 (Saturday): Deadline for conducting Oral History Interview. Verbal reports to class on Nov. 5, 10 or 12

Nov. 3, Monday.
Homework: Read Chap. 17, “Ole Miss,” pp. 270-300
Today in Class
~ Discuss 2nd half of Chap 15, “Freedom Riders vs. The South, pp. 242-255
~ Eyes on the Prize, Intro to Vol. II-No Easy Walk
~ Discuss Chap. 16, “Albany”

Nov. 5, Wednesday
Today in Class:
~ Eyes on the Prize, back to Volume I - Riots at Ole Miss.
~ Discuss “Ole Miss,” Chap. 17.
~ Begin hearing Oral History Verbal Reports

Nov. 10, Monday
Homework For Wednesday
~ Prepare verbal reports on Oral History Project.
Today in Class
~ Eyes on the Prize, Vol. II, Segment 2, Birmingham Movement, 21:35-41:30:
~ Discuss Chap. 18 & 1st half of Chap. 19 about the Birmingham Movement.
~ Continue hearing Oral History Verbal Reports

Nov. 12, Wednesday
Today in Class
~ Complete Verbal Reports to Class on Oral History Project.
~ Discuss 2nd half of Chap. 19, “Defiance at Close Range” about Gov. George Wallace’s ‘Stand in the School House Door’ at the Univ. of Alabama on June 11, 1963.
~ Play JFK’s June 11, 1963, civil rights speech.
Nov. 17, Monday
**Homework For Wed:** Read Chap. 21 Freedom Summer, 353-374. Prof. Judy Polumbaum to present her father’s photos.

**Today in Class**
~ Eyes on the Prize, Vol II, Segment 2, 43:00-55:00 – MLK announces March on Washington, Bombing of 16th St. Baptist Church Bombing, Bombing Victims’ Funeral
~ Students to discuss Chap. 20, “The Killing Season.”
~ Begin first segment of “Freedom Summer” documentary.

Nov. 19, Wednesday
**Homework:** Read Chap. 22 “Selma”

**Today in Class**
~ Finish showing 1st segment of Freedom Summer;
~ Judy Polumbaum to speak.
~ Major points of Chap. 21, “Freedom Summer.”


Dec. 1, Monday.
**Homework**
~ Study for quiz on lectures/readings

**Today in Class**
~ Eyes on the Prize, Vol. III, Segment 2, “Bridge to Freedom.”
~ Discuss Chap. 22, “Selma.”

Dec. 3, Wednesday
**Homework:** Prepare progress report.

**Today in Class**
~ Lecture/Readings/Video Quiz 4 – 60 minutes, 75 points.
~ Review major points of Chap. 23, “Beyond.”
~ Go Over Answers to Test.

Dec. 8:
**Homework:** Work on paper – due on or before Dec. 14.

**Today in Class:** To Be Decided.

Dec. 10 – Finish oral history interview reports, wrap-up, Evaluations.

Dec. 14 – Oral History Project Due – Includes the paper, transcript and recording. Paper must be at least 2,000 words but can be longer.
The College of Liberal Arts and Sciences:
Policies and Procedures

Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall or see the CLAS Student Academic Handbook [www.clas.uiowa.edu/students/academic_handbook/index.shtml].

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, III.15.2. Scroll down to k.11.)

Academic Honesty
All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

CLAS Final Examination Policies
Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO, who is David Ryfe at david-ryfe@uiowa.edu. Complaints must be made within six months of the incident. See the CLAS Student Academic Handbook.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.

* These teaching policies and resources can be found at: http://clas.uiowa.edu/faculty/teaching-policies-resources-syllabus-insert. They are from the web pages of CLAS and University of Iowa Operations Manual.
The Iowa Dozen
As one of more than 104 programs in journalism and mass communication accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC), we must assess student learning to assure that each of our graduates meets the following standards.

We learn to ...

1. Write correctly, clearly and well.
2. Conduct research and gather information responsibly.
3. Edit and evaluate carefully.
4. Use media technologies thoughtfully.
5. Apply statistical concepts accurately.

We value ...

6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore ...

10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures.