Course Code: HIST 4391/5391
Room: Ottenheimer Library LIB Suite 202
Times: Mondays and Wednesdays, 15.05-16.20, Fall Semester 2017
Course Instructor: Dr. John A. Kirk
Email contact: jakirk@ualr.edu
Office: Stabler Hall 604H
Office Hours: By appointment.

Please note: One of the conditions for being allowed to enroll in this class is that you undertake to read this syllabus and comply with all of its terms and conditions. If you are unable to make this commitment, please notify the instructor within the first week of class. If you do not understand any of the terms and conditions in this syllabus, please notify the instructor within the first week of class. A failure on your part to read this syllabus is not an acceptable excuse for a failure to comply with its terms and conditions. Failure to comply with the terms and conditions set out in this syllabus may result in you being dropped from this class at any time.

Course Outline
This course examines the history of the Little Rock School Crisis. It provides a chronology of events and analysis of themes through an examination of primary and secondary materials and gives students a thorough grounding in the main issues and debates.

Goals for History Majors (as tied to core university competencies)
The below demonstrates how this class meets the goals of the history major in the context of wider university competencies:

1. Students will develop a general knowledge of human history (Historical Consciousness, International Awareness, Social and Cultural Awareness, Ethical and Moral Consciousness):

This class focuses on US history with a concentration in issues of race relations and the law.
2. Students will understand historical interpretation and analysis of primary and secondary sources (Historical Consciousness, Critical Thinking, International Awareness, Social and Cultural Awareness, Ethical and Moral Consciousness):

This class requires weekly reading and analysis of primary and secondary materials.

3. Students will develop historical research skills (Critical Thinking, Verbal Literacy):

This class requires compilation, assimilation, understanding, critical analysis and interpretation, both in written form and verbally, of primary and secondary materials.

4. Students will be able to communicate historical knowledge in written and oral forms (Critical Thinking, Verbal Literacy):

This class requires a variety of written assignments and oral presentations / discussion.

Course Aims and Objectives
The more specific aims of this course are to provide an overview of the subject area as well as an in-depth critical analysis of selected topics. In so doing it will enable students to:
• develop a close and critical familiarity with a range of primary and secondary materials;
• develop a detailed appreciation of critical issues;
• develop personal communication skills through class presentations and class discussion;
• develop skills in integrating primary and secondary material into structured, coherent, and analytical written work.
• be able to evaluate the main themes and debates about the Little Rock School Crisis.

Course Learning Outcomes
In terms of the acquisition of subject knowledge, students who successfully complete this course will be able to:
• understand the main contours of historical processes in the Little Rock School Crisis;
• describe the role of the main historical actors in the Little Rock School Crisis;
• demonstrate an ability to analyze and reflect critically upon the main historical debates;
• engage with a variety of primary and secondary sources.

In terms of the acquisition of skills, students who successfully complete this course will be able to:
• demonstrate skills in the handling of a variety of primary materials;
• demonstrate knowledge of the secondary literature and the main debates in the field;
• demonstrate personal communication and presentational skills;
• demonstrate time-management skills through attendance at, participation in, and preparation for classes;
• demonstrate an ability to undertake and complete written work by the course deadlines provided.

**Course Teaching Methods**
Classes take the form of group discussions based on weekly assigned reading of primary and secondary materials. It is therefore important that you have done the assigned reading ahead of the class.

**Course Weekly Work**
Each class begins with an introduction to the material which sets the context for class work / discussion. Each class ends with an indication of necessary preparation for the following class. If you are absent from class it is your responsibility to find out what your assignment is for the following class by emailing the course instructor at the email address provided above. Absence from one class is not an excuse for lack of preparation for the next.

**Course Communication with Instructor**
All communication with the instructor outside of the classroom should be posted via email to jakirk@ualr.edu I am happy to meet students by prior arrangement. Email me for an appointment. Telephone is not an effective way to contact me; I am not always in my office and phone messages often go astray.

**Course Attendance and Participation Policy**
Attendance and participation at all classes—which means turning up AND being able to clearly demonstrate through class contributions that you have read the assigned material—is **MANDATORY**.

One attendance point will be deducted for every two classes missed on the course. Participation points depend upon your level of engagement with and participation in class discussion. Of course, **occasional** emergencies and illnesses do occur. Please contact the instructor as far in advance as possible at the email address provided above if this is the case.

All valid absences **MUST** be documented (for example, a letter from your employer, primary care provider, etc.).

Persistent absence from class, whether documented or not, may result in the award of an “F” grade for the course.
If you are absent from four consecutive classes you may be administratively withdrawn from the class by the course instructor.
Persistent lateness to or early departures from class may result in the lowering of participation grade.
There is no make-up work on this course.
There is no extra credit on this course.

Please also note the following from the university Student Handbook, which also applies to this course: “Each faculty member has the prerogative of setting specific attendance requirements for classes. In some courses, active student participation is an
integral part of the course, and the instructor may base a portion of the students’ grades on attendance and participation. In general, students are expected to attend class regularly. Students who miss class are responsible for finding out about the material covered, homework assignments, and any announcements or examinations. Students may be administratively withdrawn from a class by the instructor for excessive absences during the semester.”

Course Assessment, Deadlines, and Grading System

Assignment 1
Question: Have you attended class?
Length: 15 weeks
Due: End of semester
Graded out of: 15 (you will lose one point for every two classes absent)
Total percentage of overall grade: 15.

Assignment 2
Question: Have you prepared for and participated in class?
Length: 15 weeks
Due: End of semester
Graded out of: 15 (as determined by course instructor; you will lose one point for every two classes absent).
Total percentage of overall grade: 15.

Assignment 3
Submit an outline of a provisional title, brief overview and summary, and short bibliography of primary and secondary sources for your research paper.

Length: c. 2-3 typed, double-spaced pages
Due: Wednesday, September 6, in class.
Graded out of: 10
Total percentage of overall grade: 10

Assignment 4
Submit an outline of your final approved title, detailed overview and summary, and full bibliography of primary and secondary sources for your research paper.

Length: c. 4-5 typed, double-spaced pages
Due: Wednesday, October 4, in class.
Graded out of: 10
Total percentage of overall grade: 10

Assignment 5
Submit first draft of your research paper.

Length: 15-20 typed, double-spaced pages (20-25 pages for graduate students)
Due: Wednesday, November 8, in class.
Graded out of: 10
Total percentage of overall grade: 10

Assignment 6
Submit final draft of your research paper.

Length: 15-20 typed, double-spaced pages (20-25 pages for graduate students)
Due: Monday, December 4, in class.
Graded out of: 40
Total percentage of overall grade: 40

- Any work submitted that is more than 1 page under or over the prescribed limits may be penalized.

- The total grade will be the total of all assignment grades awarded to give a percentage out of one hundred.

- To pass the class you must complete **ALL** of the above assignments. Failure to complete just one assignment may result in an overall fail grade.

**Course Grading System**
A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 0%-59%

These grades correspond to the grade rubric laid out in the UALR Student Handbook as follows:

<table>
<thead>
<tr>
<th>Permanent letter grades</th>
<th>Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Superior work</td>
<td>4</td>
</tr>
<tr>
<td>B - Good work, above average</td>
<td>3</td>
</tr>
<tr>
<td>C - Average work</td>
<td>2</td>
</tr>
<tr>
<td>D - Passing work, below average</td>
<td>1</td>
</tr>
<tr>
<td>F - Failing work</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: http://ualr.edu/policy/index.php/4610/

**Grading Rubric**
The below is a guide to the hallmarks of what an A, B, C, D, F grade assignment will look like:
A Grade
• demonstrates deep understanding and detailed knowledge of the subject, and may show some originality in interpretation or analysis of the question.
• has a coherent structure, demonstrating excellent critical synthesis of primary AND secondary materials, and may show some innovation in its organizational form.
• shows significant evidence of in-depth reading, with clear indications of either independent reading beyond limits of reading lists or intensive, detailed and critical reading of prescribed readings.
• is excellently presented, with referencing and bibliography close to standard of publishable journal article in subject area.
• has an incisive and fluent style, with no significant errors of spelling, punctuation or grammar.

B Grade
• demonstrates a clear understanding and wide-ranging knowledge of the subject, with a direct focus on question.
• has a coherent structure, demonstrating good critical synthesis of primary AND secondary materials.
• shows clear evidence of in-depth reading, with substantial coverage of recommended texts.
• is well-presented, with detailed referencing in an acceptable style and a properly formatted bibliography.
• has a fluent style, with few errors of spelling, punctuation or grammar.

C Grade
• demonstrates a basic understanding and knowledge of the subject, with a focus on question.
• has an adequate structure and uses primary AND secondary materials.
• shows evidence of limited further reading, with some coverage of recommended texts.
• is adequately presented, with some referencing of sources and a short bibliography.
• has a straightforward style, and may include some errors of spelling, punctuation or grammar.

D Grade
• demonstrates some general understanding and knowledge of the subject, but will also show some weaknesses in detailed understanding or in its range of knowledge. There may be evidence of a lack of clear focus on the wording of the question.
• has a simple structure but still uses primary AND secondary materials.
• shows no or very limited evidence of further reading.
• has significant weaknesses in presentation, with little or no referencing of sources, and an inadequate or absent bibliography.
• has a simple style, with significant errors of spelling, punctuation or grammar.
**F Grade**
- demonstrates no understanding of the subject, and fails to address the question in any meaningful way. Information supplied is largely erroneous or has little or no relevance to the question.
- has an inadequate structure, with no sense of a logical argument. Does not use primary AND secondary materials.
- shows no evidence of further reading.
- is poorly presented, with no referencing of sources, and an inadequate or absent bibliography.
- has an inadequate style, with significant errors of spelling, punctuation or grammar.

**Course Late Submission of Work Policy**
Work not submitted on time will lose 10% per day. Work handed in over a week late will automatically be given a grade of zero.

**Guide to Assignments**

**Assignments 1 and 2**
These are easy: turn up, prepare, and participate, and you will get good grades!

**Assignments 3, 4, 5 and 6**
- Begin with the question as a heading.
- Start with an introductory paragraph which outlines your main argument / thesis and summarizes what is to follow.
- Be composed of a series of coherent and related paragraphs.
- Be attentive to correct spelling, grammar, punctuation, and presentation.
- **NEVER** be just a narrative story of events; it **MUST** contain analysis and interpretation.
- Draw upon scholarly work for its reasoning and conclusions rather than relying on unsubstantiated personal opinion.
- End with a conclusion which draws together and summarizes your argument / thesis.
- Contain a bibliography at the end citing all of the works, primary and secondary, that you have either consulted and/or cited in your essay.
- Be centered on an extensive use of primary materials.
- Secondary works should **NEVER** be pulled from internet websites (other than through academically appropriate search vehicles such as JSTOR).
- Contain appropriate citations and formatting (see below for more detailed instructions).

**Course Assignment Citations and Formatting**
Providing proper citations and correct formatting for written work is a key skill for historians. Part of this skill is learning to follow a standard style for citations. All written work for this course follows the *Chicago Manual of Style*, 15th Edition note and
bibliography style for citations. A summary guide to this style may be found at the Chicago Manual of Style’s Style Citation Quick Guide webpage: http://www.chicagomanualofstyle.org/tools_citationguide.html. Further information on how to handle primary sources in this style is available here: http://www.loc.gov/teachers/usingprimarysources/chicago.html. Please keep in mind that the course uses the “note and bibliography” style rather than the ‘in-text citation and reference-list’ style. When consulting the online Style Citation Quick Guide pay attention to the items labelled “N” and “B” and ignore those labelled “T” and “R”. For a fuller explanation of the style and guidance on citing any materials not covered on the webpage, consult the hard copy of the Chicago Manual of Style, 15th Edition.

Course Assignment Requirements

Before submitting your assignment, please make sure that it meets the requirements below. If it does not it will be penalized by a lowering of your grade and/or returned to you for correction. All work should be submitted in class by the relevant deadline in hard copy only.

ALL WORK SHOULD INCLUDE:
• Assignment title at the beginning;
• Course instructor’s name at the beginning;
• Typed in black ink on white paper;
• One-inch margins;
• DOUBLE-SPACED throughout;
• Legible 12-point font;
• Single sides of paper (not double-sided);
• Pages numbered consecutively;
• Footnotes or Endnotes where appropriate;
• A FULL Bibliography at the END of the essay (This should include ALL of the reading and references you use for the essay with FULL and COMPLETE citations).

Students with Disabilities

It is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center, telephone 501-569-3143 (v/tty). For more information, visit the DRC website at www.ualr.edu/disability.

Classroom Etiquette

No electronic devices of any kind may be used in the classroom without prior permission. If you do so you will be asked to leave the classroom and you will not be allowed to return for that class. This will count as an absent class. In the rare event you must enter late or leave class early, please let the course instructor know in advance. Please take everything you bring into the classroom away with you—do not litter! Please be considerate and respectful of others at all times in the classroom. Follow instructions
specific to the room the class is taught in. These will be circulated at the beginning of the course if applicable.

**Cheating and Plagiarism**

Cheating and plagiarism are serious offenses and will be treated as such. “Plagiarism” means “to adopt and reproduce as one’s own, to appropriate to one’s use, and incorporate in one’s own work without acknowledgment the ideas of others or passages from their writings and works.” See Section VI, Code of Student Rights, Responsibilities and Behavior, Student Handbook, page 39. Copying directly from the textbook, an encyclopedia article, an internet source, or any other source without quotation marks or an identifying citation, for example, constitutes plagiarism. Anyone who engages in such activities will receive a failing grade in the course and will be turned over to the Academic Integrity and Grievance Committee for University disciplinary action, which may include separation from the University.

**Disclaimer**

Class content, times and location may change if unforeseen circumstances arise. The instructor will seek to alert students as soon as is practically possible under such circumstances. Failure to comply with the terms and conditions set out in this syllabus may lead to you being dropped from the class. The instructor reserves the right to waive any of the terms and conditions outlined in the syllabus, **but this is entirely at the instructor’s discretion**.

**Copyright Notice**

Copyright © by John A. Kirk as to this syllabus and all classes. Students and auditors are prohibited from selling notes for this course to (or being paid for taking notes by) any person or commercial firm without the express written permission of the instructor teaching this course.

**Class Schedule / Weekly Reading**

**Week 1. [Beginning August 14]**

1/ Wednesday: Screening, *Eyes on the Prize*, “Fighting Back (1957-1962).”

**Week 2. [Beginning August 21]**

1/ Monday: Selected primary documents.

2/ Wednesday: Readings:


**Week 3. [Beginning August 28]**


2/ Wednesday: Selected primary documents.

**Week 4. [Beginning September 4]**

**NOTE ASSIGNMENT 3 DUE ON WEDNESDAY, SEPTEMBER 6, IN CLASS**

1/ Monday: No class—Labor Day.

2/ Wednesday: Selected primary documents and readings:


Cope, Graeme. “‘Honest White People of the Middle and Lower Classes’? A Profile of the Capital Citizens’ Council during the Little Rock Crisis of 1957.” *Arkansas Historical Quarterly* 61 (Spring 2002): 37–58.

**Week 5. [Beginning September 11]**


2/ Wednesday: Selected primary documents.

**Week 6. [Beginning September 18]**

1/ Monday: Selected primary documents.

2/ Wednesday: Readings:


**Week 7. [Beginning September 25]**


2/ Wednesday: Selected primary documents.

**Week 8. [Beginning October 2]**

NOTE: ASSIGNMENT 4 DUE ON WEDNESDAY, OCTOBER 4, IN CLASS.

1/ Monday: Selected primary documents.

2/ Wednesday: Readings:


**Week 9. [Beginning October 9]**

1/ Monday: Selected primary documents.

2/ Wednesday: Readings:


**Week 10. [Beginning October 16]**


2/ Wednesday: Selected primary documents.
Week 11. [Beginning October 23]


2/ Wednesday: Selected primary documents.

Week 12. [Beginning October 30]

1/ Monday: Selected primary documents.

2/ Wednesday: Readings:


Week 13 [Beginning November 6]

**NOTE: ASSIGNMENT 5 DUE ON WEDNESDAY, NOVEMBER 8, IN CLASS**


2/ Wednesday: Selected primary documents.

Week 14. [Beginning November 13]

1/ Monday: Selected primary documents and Readings:

2/ Wednesday: No Class.


Johnson, Ben, “After 1957: Resisting Integration in Little Rock.”

Week 15. [Beginning November 20]

2/ Wednesday: Selected primary documents.

**Week 16. [Beginning November 27]**


2/ Wednesday: Summary and Reflections

**Week 17. [Beginning December 4]**

**NOTE: ASSIGNMENT 6 DUE ON MONDAY, DECEMBER 4, IN CLASS**

Assignment 1 and 2 also calculated on this date.

1/ Monday: Last class—all work must be completed and handed in by this date.