

Assignment 2: The Struggle for Freedom and Equality in the 20th Century

Due Week 9 and worth 180 points

As illustrated within the text, the twentieth century saw highs and lows in the arena of civil rights for African-Americans. At every opportunity—whether through war or legislation—black and white activists worked to overcome unjust treatment of African-Americans. Such activity reached a crescendo in the 1950s and 1960s but waned in the 1970s.

Within this assignment, you will explore the timeline of the struggle for equality and highlight the successes and the eventual pitfalls of the Civil Rights Movement of the twentieth century. To prepare, use the Internet or Strayer databases to research major events of the Civil Rights Movement in the twentieth century. For additional information, explore the encyclopedia found on The King Center's Website, located at http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia_contents.

Write a five to six (5-6) page paper in which you:

1. Examine at least two (2) of the primary methods that African-Americans in the early twentieth century used in order to overcome the policies of segregation that were codified at the federal, state, or local level, and determine the effectiveness of the methods in question. Provide a rationale for your response.
2. Specify two (2) catalysts that contributed to the beginnings of the modern Civil Rights Movement. Justify your response.
3. Determine two (2) goals of the Civil Rights Movement, and explore the fundamental reasons these goals had limited effect during and after the 1960s. Focus on the areas of class, gender, and sexuality. Justify your response.
4. Use at least three (3) quality resources in this assignment. **Note:** Wikipedia and similar Websites do not qualify as quality resources.

Your assignment must follow these formatting requirements:

- Be typed, double spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA or school-specific format. Check with your professor for any additional instructions.
- Include a cover page containing the title of the assignment, the student's name, the professor's name, the course title, and the date. The cover page and the reference page are not included in the required assignment page length.

The specific course learning outcomes associated with this assignment are:

- Discuss African-Americans' experiences for a better understanding of their relation to the national history.
- Distinguish primary and secondary historical sources and evaluate them critically.
- Describe and evaluate the roles and contributions of African-American women and men in the history and culture of the U.S. and the world.
- Evaluate the different, and sometimes contradictory, interpretations of historians on important aspects of African-American history.
- Explain the origins and development of contemporary discussions about race in U.S. society.
- Identify the varied cultural expressions within African-American communities and their impact on U.S. culture.
- Explain the key social forces and legal battles pertinent to African-Americans since the nation's founding.

- Use technology and information resources to research issues in African-American history.
- Write clearly and concisely about African-American history using critical and analytical thought.

Grading for this assignment will be based on answer quality, logic / organization of the paper, and language and writing skills, using the following rubric.

Points: 180		Assignment 2: The Struggle for Freedom and Equality in the 20th Century			
Criteria	Unacceptable Below 60% F	Meets Minimum Expectations 60-69% D	Fair 70-79% C	Proficient 80-89% B	Exemplary 90-100% A
1. Examine at least two (2) of the primary methods that African-Americans in the early twentieth century used in order to overcome the policies of segregation that were codified at the federal, state, or local level, and determine the effectiveness of the methods in question. Provide a rationale for your response. Weight: 23%	Did not submit or incompletely examined at least two (2) of the primary methods that African-Americans in the early twentieth century used in order to overcome the policies of segregation that were codified at the federal, state, or local level, and did not submit or incompletely determined the effectiveness of the methods in question. Did not submit or incompletely provided a rationale for your response.	Insufficiently examined at least two (2) of the primary methods that African-Americans in the early twentieth century used in order to overcome the policies of segregation that were codified at the federal, state, or local level, and insufficiently determined the effectiveness of the methods in question. Insufficiently provided a rationale for your response.	Partially examined at least two (2) of the primary methods that African-Americans in the early twentieth century used in order to overcome the policies of segregation that were codified at the federal, state, or local level, and partially determined the effectiveness of the methods in question. Partially provided a rationale for your response.	Satisfactorily examined at least two (2) of the primary methods that African-Americans in the early twentieth century used in order to overcome the policies of segregation that were codified at the federal, state, or local level, and satisfactorily determined the effectiveness of the methods in question. Satisfactorily provided a rationale for your response.	Thoroughly examined at least two (2) of the primary methods that African-Americans in the early twentieth century used in order to overcome the policies of segregation that were codified at the federal, state, or local level, and thoroughly determined the effectiveness of the methods in question. Thoroughly provided a rationale for your response.
2. Specify two (2) catalysts that contributed to the beginnings of the modern Civil Rights Movement. Justify your response. Weight: 22%	Did not submit or incompletely specified two (2) catalysts that contributed to the beginnings of the modern Civil Rights Movement. Did not submit or incompletely justified your response.	Insufficiently specified two (2) catalysts that contributed to the beginnings of the modern Civil Rights Movement. Insufficiently justified your response.	Partially specified two (2) catalysts that contributed to the beginnings of the modern Civil Rights Movement. Partially justified your response.	Satisfactorily specified two (2) catalysts that contributed to the beginnings of the modern Civil Rights Movement. Satisfactorily justified your response.	Thoroughly specified two (2) catalysts that contributed to the beginnings of the modern Civil Rights Movement. Thoroughly justified your response.
3. Determine two (2) goals of the Civil Rights Movement, and explore the fundamental reasons these goals had limited	Did not submit or incompletely determined two (2) goals of the Civil Rights Movement, and	Insufficiently determined two (2) goals of the Civil Rights Movement, and	Partially determined two (2) goals of the Civil Rights Movement, and	Satisfactorily determined two (2) goals of the Civil Rights Movement, and	Thoroughly determined two (2) goals of the Civil Rights Movement, and

effect during and after the 1960s. Focus on the areas of class, gender, and sexuality. Justify your response. Weight: 25%	did not submit or incompletely explored the fundamental reasons these goals had limited effect during and after the 1960s. Did not submit or incompletely focused on the areas of class, gender, and sexuality. Did not submit or incompletely justified your response.	explored the fundamental reasons these goals had limited effect during and after the 1960s. Insufficiently focused on the areas of class, gender, and sexuality. Insufficiently justified your response.	explored the fundamental reasons these goals had limited effect during and after the 1960s. Partially focused on the areas of class, gender, and sexuality. Partially justified your response.	and satisfactorily explored the fundamental reasons these goals had limited effect during and after the 1960s. Satisfactorily focused on the areas of class, gender, and sexuality. Satisfactorily justified your response.	explored the fundamental reasons these goals had limited effect during and after the 1960s. Thoroughly focused on the areas of class, gender, and sexuality. Thoroughly justified your response.
4. 3 references Weight: 5%	No references provided	Does not meet the required number of references; all references poor quality choices.	Does not meet the required number of references; some references poor quality choices.	Meets number of required references; all references high quality choices.	Exceeds number of required references; all references high quality choices.
5. Writing / Support for ideas Weight: 5%	Never uses reasons and evidence that logically support ideas.	Rarely uses reasons and evidence that logically support ideas.	Partially uses reasons and evidence that logically support ideas.	Mostly uses reasons and evidence that logically support ideas.	Consistently uses reasons and evidence that logically support ideas.
6. Writing / Grammar and mechanics Weight: 5%	Serious and persistent errors in grammar, spelling, and punctuation.	Numerous errors in grammar, spelling, and punctuation.	Partially free of errors in grammar, spelling, and punctuation.	Mostly free of errors in grammar, spelling, and punctuation.	Free of errors in grammar, spelling, and punctuation.
7. Writing and Information Literacy / Integration of Sources Weight: 5%	Serious errors in the integration of sources, such as intentional or accidental plagiarism or failure to use in-text citations.	Sources are rarely integrated using effective techniques of quoting, paraphrasing, and summarizing, using in-text citations.	Sources are partially integrated using effective techniques of quoting, paraphrasing, and summarizing, using in-text citations.	Sources are mostly integrated using effective techniques of quoting, paraphrasing, and summarizing, using in-text citations.	Sources are consistently integrated using effective techniques of quoting, paraphrasing, and summarizing, using in-text citations.
8. Information Literacy / Crediting Sources in APA Weight: 5%	Lack of citations and / or lack of reference section and / or citations don't correspond to listed references.	In-text citations and references are given, but not in APA format.	Partially shows correct (or approximately correct) use of in-text citations, with matching references using APA format.	Mostly shows correct use of in-text citations with matching references using APA format.	Consistently shows correct use of In-text citations with matching references using APA format.
9. Information Literacy / Research Weight: 5%	Quantity and / or quality of sources are unacceptable.	References are not sufficient; References are not aligned to the topic or are from sources	Some references are not aligned to the topic or are from sources that are not of	References are sufficient and mostly relate to the topic and are of high quality.	References are sufficient, clearly relate to the topic and are of high quality.

		that are not of high quality.	high quality – or there are an insufficient number of quality references.		
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