**Instructor’s Manual**

to accompany

*American Government in Black and White,* Fifth Edition

McClain • Tauber

**Chapter 5**

***Civil Rights: Inequality and Equality***

**What Students Should Learn from This Chapter**

* Understand the concepts of civil rights, inequality, and segregation.
* Examine the history of the denial of civil rights in the United States.
* Determine the variable ways in which civil rights have been withheld from different groups.
* Develop an understanding of why the protection of civil rights is essential for the American political system.

**Outline with Learning Objectives**

I. Civil Rights Terms and Concepts

a. Group Designation

b. Forms of Inequality

c. Segregation

*Learning Objective: Explain both the meaning of the major terms and concepts regarding civil rights and their application the past and present issues.*

II. Race, Ethnicity, and Civil Rights

a. Blacks

- our voices: South Carolina’s Black Codes

- measuring equality: Voter Registration and the Voting Rights Act of 1965

b. Reparations

c. Latinos

d. Immigration

e. Asian Americans

f. American Indians

*Learning Objective: Recognize the broad range of racial and ethnic groups that have experienced discrimination and segregation and assess the gains and setbacks they have experienced.*

III. Nonracial and Ethnic Struggles for Civil Rights

a. Women

b. Lesbians, Gays, Bisexual, Transgender, and Queer or Questioning People

c. Older Adults and People with Disabilities

- evaluating equality: Intersectionality and Civil Rights

*Learning Objective: Recognize the recent gains and continuing struggles occurring for women, the LBGTQ+ communities, older adults, and people with disabilities.*

**Suggested Lecture Topics**

1. Discuss in detail what civil rights are, how they have been denied to various groups over the years, and the ways in which this was justified.

*Learning Objective: Explain both the meaning of the major terms and concepts regarding civil rights and their application the past and present issues.*

2. Discuss the recent Black Lives Matter protests in response to the George Floyd and Breonna Taylor killings. Examine footage of the protests and compare to that which is seen in the Civil Rights movement of the 1950s and 1960s (particularly in terms of the response of local/federal authorities to these protests).

*Learning Objective: Recognize the broad range of racial and ethnic groups that have experienced discrimination and segregation and assess the gains and setbacks they have experienced.*

**Suggested Class Activities**

1. Have students examine the tactics used by different groups to obtain civil rights, and determine whether there might have been a way to obtain civil rights sooner.

*Learning Objective: Explain both the meaning of the major terms and concepts regarding civil rights and their application the past and present issues.*

2. In small groups, have students discuss the ways in which violations of civil rights are connected to the tradition of exclusion/inegalitarianism.

*Learning Objective: Explain both the meaning of the major terms and concepts regarding civil rights and their application the past and present issues.*

3. Examine video clips of footage of various civil rights movements. Examine the degree to which the protesters’ purposes are apparent in the footage and whether the coverage of each group works to help or harm their causes.

*Learning Objective: Recognize the broad range of racial and ethnic groups that have experienced discrimination and segregation and assess the gains and setbacks they have experienced.*

4. Examine the 2014 Federal Appellate Court rulings concerning various state gay marriage bans and the Supreme Court ruling in *Obergefell v. Hodges* (and analyze in the context of the end of anti-miscegenation laws and the legal rationale used in the decisions).

*Learning Objective: Recognize the broad range of racial and ethnic groups that have experienced discrimination and segregation and assess the gains and setbacks they have experienced.*

**Discussion Questions**

1. What are civil rights and how do they differ from civil liberties?

2. How do the various civil rights movements among disadvantaged groups compare to one another? Expand on the similarities and differences of their approaches and their goals.

3. What is the current status of the Equal Rights Amendment and what are the arguments for and against it?

4. Why is it essential for a democratic government to ensure the civil rights of all people residing within a nation?

5. What is the Supreme Court’s current disposition toward cases involving the civil rights of traditionally marginalized groups? What evidence can you bring to bear on this subject?

6. What has been the impact of the Trump administration in terms of the enforcement of civil rights within the Justice Department?

7. What are two contemporary civil rights issues? How do activists and advocates believe they should be addressed? How has the political system responded to activism/advocacy around these issues?

**Video Resources**

*Reconstruction: America After the Civil War*, PBS Films

*The Chinese Exclusion Act*, PBS Films

*8 Minutes and 46 Seconds: The Killing of George Floyd*, Sky News

*Stay Woke: The Black Lives Matter Movement*, BET

*I Am Not Your Negro*, Velvet Film/Artemis Productions/Close Up Films

*A Class Apart*, PBS

*Before Stonewall*, First Run Features

*Chicano! A History of the Mexican American Civil Rights Movement*, Galan Productions

*Eyes on the Prize*, PBS Films

*The Fight in the Fields: Cesar Chavez and the Farmworkers’ Struggle*, Paradigm Productions

*Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony*, Florentine Films

*13th*, Kandoo Films

*Freedom Summer*, American Experience, PBS Films

**Website Resources**

[American Association of People with Disabilities](https://www.aapd.com/)

[American Indian Movement](http://www.aimovement.org/)

[Anti-Defamation League](http://www.adl.org/)

[Black Lives Matter](https://blacklivesmatter.com/)

[Gay and Lesbian Alliance Against Defamation](https://www.glaad.org/)

[Human Rights Campaign](http://www.hrc.org/)

[Japanese American Citizens League](http://www.jacl.org/)

[League of United Latin American Citizens](http://www.lulac.org/)

[National Association for the Advancement of Colored People](http://www.naacp.org/home/index.htm/)

[National LGBTQ Task Force](https://www.thetaskforce.org/)

[National Organization for Women](http://www.now.org/)

[Southern Poverty Law Center](http://www.splcenter.org/)

[U.S. Department of Justice, Civil Rights Division](http://www.justice.gov/crt)