

THE U.S. IN THE CIVIL RIGHTS ERA, SPRING 2019

UTC 3.124 HIS 356P/AFR 374D/AMS321-9

T-TH 11-12:30

Prof. Laurie Green

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Office Hours: W 11-12, 1:30-2:30, or by appointment, GAR 2.116

This upper-division lecture course allows students to gain a deeper understanding of civil rights movements by placing them in the context of US society from World War II to the 1970s. By the end of the semester, students will have learned how to construct their own arguments about this history about based on the original documents.

The Black civil rights movement forms the spine of the course, but it addresses related struggles by Asian Americans, Native Americans, and, especially, Latinos, and devotes attention to matters of gender and class, along with race. This year marks the 65th anniversary of passage of *Brown v. Board of Education*, for example, but few know its connection to cases involving Mexican Americans. Nearly six decades after the Montgomery Bus Boycott, why do most people still associate Rosa Parks with being too tired to give up her seat and Dr. King with planning and leading the boycott? Closer to home, UT established Black and Mexican American studies departments in 2010 and 2014, but how many realize that 50 years ago, Black and Chicano students demanded the creation of such departments?



IN ORDER TO ENCOURAGE more complex perspectives than the well-known civil rights narrative, this course is organized around the following critical vantage points. *Be sure to take note as they arise in class or in readings.*

Comparative. The Black Freedom Movement forms the backbone of the course, but we also examine movements among Asian Americans, Native Americans and, especially, Mexican Americans.

Relational. We consider how social justice movements among these different groups intersected with and influenced each other, rather than imagining them as isolated from one another.

Complex. This course concentrates not only on desegregation and voting rights campaigns, but subjects frequently left out of historical civil rights narratives.

Historical Context. The course positions civil rights struggles alongside broader historical developments like the Cold War, urbanization, economic transformation, and changes in mass media.

Local/National. Instead of concentrating solely on federal policy, national organizations, and famous leaders, we also study local struggles and local people.

Race and Rights, Gender and Class. Throughout, we look not only at *what people did*, but the historical elaboration of ideologies that branded people and concepts in powerful ways.

OVERALL COURSE STRUCTURE AND EVALUATION

We will cover lots of material in this course, but I don't expect you to memorize every detail. Pay most attention to key themes and the cases that best illustrate them. Students in the course have varying levels of historical knowledge and writing skills, so improvement factors into my grading. To do well, ask for help when you need it, but also get actively engaged in the course! You'll have chances to share thoughts, raise questions, and work on small group projects. We'll also look at films and photos to "see" history differently.

EVALUATION

SHORT ASSIGNMENTS: Submission grade only; Upload on Canvas.	20% total
EXAMS: Exams take place at the end of each unit. There is no final.	20% each, 60% total
GRADED GROUP PROJECTS: (Same grade for everyone in the group)	20% total

AFTER FINAL GRADE IS FIGURED ...

EXTRA CREDIT: 1-2 points added for attending and writing about 1 event
ATTENDANCE: 2 points subtracted for each unexcused absence after 3 freebies

COMPUTATIONS:

Grades at .5 or over will be rounded up.

Exams and other graded projects

A+ = 100, A = 95, A- = 92 B+ = 88, B = 85, B- = 82 C+=78, C=75, C-=72
D+=68, D=65, D-=62 F = the number of points actually earned

Final grades submitted to the registrar

98-100 = A+, 94-97 = A, 90-93 = A- 87-89 = B+, 84-86 = B, 80-83 = B-
C and D grades follow B grades. 59 or below = F

REQUIRED READINGS: (complete by class date on which assignment appears)

SHORT READINGS (On Canvas)

BOOKS (Purchase at University Co-op Bookstore or find **on reserve at the PCL**.)

Jones, William P. *The March on Washington: Jobs, Freedom, and the Forgotten History of Civil Rights*

Martin, Waldo E. *Brown v. Board of Education: A Brief History with Documents*

Sellers, Cleveland. *River of No Return: The Autobiography of a Black Militant & the Life & Death of SNCC*

Strum, Philippa. *Mendez v. Westminster: School Desegregation and Mexican American Rights*

Takaki, Ronald. *Double Victory: A Multicultural History of America in World War II*

Theoharis, Jeanne. *The Rebellious Life of Mrs. Rosa Parks*

CLASS POLICIES

NAMES AND GENDER IDENTITIES: If you prefer a name or pronoun not on the roster, let me know asap.

ATTENDANCE: To be clear, this course requires you in class with readings completed, and not coming in late or leaving early. You are permitted 3 unexcused absences, but after that you lose 2 points for each additional one. Excused absences cover documented medical and mental health problems, personal or family emergencies, official university responsibilities, and religious holidays. At my discretion, multiple late arrivals and/or early departures may result in an additional unexcused absence.

SIGNING IN: Before class begins or after it ends, check in at the front of the room.

IF YOU FORGET, you may bring in your notes to prove you were in class.

If you miss over 2 consecutive class days, please discuss with me as soon as possible.

TECHNOLOGY IN THE CLASSROOM: No phones may be out in class and the sound should be turned off. You may use a laptop to take notes, but you will lose that privilege if you use it for other activities during lectures. *Really.*

EXTRA CREDIT: You can raise your final grade by 1-2 points by attending 1 approved event and uploading to Canvas a 350-word (or longer) typed, double-spaced paper of 350 words or more about your strongest impressions. *Plan to stay for the entire event.* I will announce events as they arise, but suggestions are welcome. EXTRA CREDIT PAPERS ARE DUE WITHIN 1 WEEK OF THE EVENT.

MAKING UP WORK:

ASSIGNMENTS: You are responsible for all written assignments, even if you miss class the day they are due. For an excused absence, submit them by the day after you return; for an unexcused absence, submit at the regular time. If you are experiencing a longer-term problem and fall behind, please speak with me!

GROUP WORK: If you miss an in-class project, *you will need to make it up another way. Talk to me ...*

EXAMS: **Full credit** for excused absences, a **10-point deduction** for unexcused absences if the exam is taken on or

before the next history department make-up time. After that, a loss of 10 more points for each additional day. History Department make-up exams occur every Friday, 2-4:45. Contact me to schedule.

SHORT ASSIGNMENTS FOR SUBMISSION GRADES are aimed at understanding complicated material, or exploring materials that historians regularly work with. There are no “correct answers” (though there may be wrong ones).

ESSAY EXAMS take place after each unit, on Canvas. I will circulate the subject about a week in advance, and HOLD OPTIONAL STUDY SESSIONS to discuss how to approach it. My exams involve real-life projects historians take on. The actual prompt explaining exactly what you’ll be writing will appear on the exam. Exams have set lengths (75 minutes actual class time + extra 15 minutes to map out your essay = 90 minutes or 1 ½ hours), and must be taken during the regular class time.

There is a detailed rubric on Canvas, but this one shows how I weight different aspects. NO BLUE BOOKS.

ESSAY EXAM RUBRIC FOR EXAMS*

Develops historical argument throughout essay	25 pts
Uses varied evidence, according to prompt	20 pts
Addresses all elements of prompt	20 pts
Quality of argument	15 pts
Quality of thematic-argument sentences at beginnings of paragraphs	10 pts
Quality of introduction	5 pts
Quality of Conclusion	5 pts

**Note: I’m not grading you on how good a writer you are, but how well you develop your own historical argument based on “evidence” from the unit (i.e., readings, lectures, documents, films)*

COLLABORATIVE WORK:

GROUP DISCUSSIONS: You’ll have the opportunity to discuss documents, readings, or a big question with your colleagues. *Come to class prepared, having completed reading assignments.*

GRADED GROUP PROJECTS: You will be responsible for your own part of the projects, in collaboration with all group members. I will give one grade to the whole group, but you will be evaluating each other’s participation, which could affect an individual’s grade. All your names must appear on what you submit to me, for credit. It serves as a signature stating that you have participated fully in your group’s project.

CANVAS WILL BE USED for announcements, assignment details, grading rubrics, readings, lecture outlines, extra credit opportunities, tips on note-taking, exams, and writing, and more. *Most material will be on PAGES. On the home page, click on PAGES. Then, VIEW ALL PAGES. You can then choose the one you are looking for. WARNING: if you access documents through FILES, you may not be finding the most recent version.*

COMMUNICATION:

Email vs. Canvas: *For a timely response, email me at lbgreen@austin.utexas.edu, not Canvas, even if I send a message to the whole class.* I check email a few times a day, but Canvas much less often.

Use a professional form of address in emails: Prof. Green, Dr. Green, or some equivalent. I’ve received too many emails that begin with “HEY”!

I may not see emails sent outside of regular business hours until the next day.

WHEN TO COME TO OFFICE HOURS: You want to talk more about subjects in class or connections to today. You want to discuss an upcoming assignment. You want to improve your grade. You need advice about note-taking, reading effectively, or other such issue. You have concerns about the course and want to share them to improve the class. You are facing difficulties outside class that are preventing regular attendance or your best performance. (You are never required to give me details in the last case.) Or any other reason.

Keep in mind if you talk to me about sexual assault or suicidal thoughts, I must inform a counselor.

Also keep in mind for the future that I am not able to write letters of recommendation for students in a lecture

class unless I get to know them through office hours.

LECTURE POWERPOINTS will be posted on Canvas after (not before) lectures. They outline the main points of the lecture and major topics of discussion, and include photographs and other images.

SPECIAL ACCOMMODATIONS are provided, upon request, for qualified students. Contact Dean of Students office at 471-6259 or ssd@uts.cc.utexas.edu if you need accommodations but are not certified. Submit your letter about approved accommodations early in the semester. Talk to me if your letter is not available.

ACADEMIC INTEGRITY: The University of Texas adheres strictly to guidelines regarding academic integrity, including cheating and plagiarism. *These guidelines extend to all material found on the Internet*, as well as to all print material. Penalties for violations may include loss of credit for the course and a report to the Student Judicial Services. Please familiarize yourself with the very informative links on this website:

http://deanofstudents.utexas.edu/sjs/acint_student.php. NOTE: The History Department has tailored its guidelines for history courses. <https://liberalarts.utexas.edu/history/about/academic-integrity.php>

FLAGS FOR THIS COURSE:

Cultural Diversity in the United States courses increase your familiarity with the variety and richness of the American cultural experience. Your grade comes from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Ethics and Leadership courses are designed to equip you with skills for making ethical decisions in your adult and professional life. Assignments involve historical situations involving conflicts over ethics in real-life situations.

LEGISLATIVE REQUIREMENT: This course may be used to fulfill three hours of the U.S. history component of the university core curriculum and addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, personal responsibility, and social responsibility.

CHECK OUT NOT EVEN PAST, the UT History Department's renowned interactive website. It features columns by professors and graduate students about their research, book reviews, film reviews, op-eds, and stories about archival, visual, and aural documents that illuminate intriguing corners of the past.

COURSE SCHEDULE AND ASSIGNMENTS

I may amend this schedule to better suit our pace, your interests, and how well you do with the amount of reading.

Week 1: Introduction

1/22: Brief intro and go through syllabus.

1/24: Introductory lecture: Civil Rights History for a New Era

READ: Jeanne Theoharis, "The Political Uses and Misuses of Civil Rights History and Memorialization in the Present"

UNIT 1: THE WAR AT HOME, THE WAR ABROAD: RACE AND AMERICAN DEMOCRACY

Week 2: World War II: A Watershed?

1/29: Defending Democracy and Fighting Inequality in the Armed Forces

READ: Takaki, ch. 1, ch. 2, ch. 3 (only 23-37), ch. 5 (only 82-89)

1/31: Race and Democracy on the Home Front I: Work

READ: Takaki, ch. 3 (only 38-57), ch. 5, (only 90-110)

Week 3: Hidden Histories of the Home Front

2/5: Race and Democracy on the Home Front II: Organizing

READ: Jones, ch. 1, ch. 2

(This will look like a lot of pages, but the print is large and writing good. See tips on reading.)

GROUP PROJECT (Be prepared) – Submitted at the end of class.

DUE: Historical Document Analysis: March on Washington Movement. Submit form on Canvas.

2/7: Race and Democracy on the Home Front III: Japanese Internment

READ: Takaki, ch. 6 (only 111-128), ch. 7 (only 137-148)

FILM: *A Family Gathering*

Week 4: "Where Do We Go From Here?" Racial Justice after World War II

2/12: "We Return Fighting": Veterans, Racial Militancy and Postwar Politics

READ: Theocharis, ch. 2, **Up to footnote 80**

2/14: Mexican American Veterans and Civil Rights

FILM: *The Longoria Affair*

Week 5: Disrupting Racial Structures in Postwar America

2/19: Cold War, Civil Rights

READ: Mary Dudziak, *Cold War, Civil Rights: Race and the Image of American Democracy*, ch. 1

2/21: Race and Popular Culture

READ: Hughes, "'You Pay One Hell of a Price to Be Black': Rufus Thomas and the Racial Politics of Memphis Music"

Week 6: Schooling and Civil Rights

2/25 (MONDAY) Study Sessions at 11-12 am and 4-5 pm

2/26: **EXAM #1**

UNIT 2: FROM CIVIL RIGHTS TO FREEDOM NOW!

A few dates in the next 2 weeks have heavier reading than usual, in order for us to approach the *Brown v. Board* and *Mendez* decisions from a comparative perspective. My apologies! I'll suggest key issues to focus on.

2/28: Education: What Does "Equal" Mean? How Did Understandings of Race Matter?

READ: Martin, 1-2; 76-86 (*Come prepared to discuss the Plessy v Ferguson docs.*)

Strum, chs. 3-4 (What hopes were invested in this test case? What were potential consequences of different strategies?)

Week 7: School Desegregation in Comparative Perspective

3/5: The *Mendez* Decision: Race or National Origin?

READ: Strum, ch. 5-9 (*What was the difference between the state approach and the federal approach? What were the implications for legal framings of race?*)

3/7: The Road to *Brown*

READ: Martin, 7-19, 76-86, 91-100, 110- 123

Understand key distinctions in decisions along the way to Brown. In particular, why didn't Sweat v. Painter and McLaurin v. Oklahoma overturn separate but equal?

IN CLASS: MID SEMESTER EVALUATION: what's working, what's not

Week 8: *Brown v. Board of Education*: The Historic Decision and Reactions to It

3/12: Overturning "Separate But Equal"

READ: Martin, 137-98

GROUP PROJECT. Please be prepared. Submitted at the end of class.

DUE: Historical Document Analysis: Reactions to *Brown*. Upload form on Canvas.

You will get assigned to different documents in preparation for group discussion.

3/14: After *Brown*: New Forms of Organization, New Forms of Reaction

READ: BEGIN reading Theocharis, 53-150. *It will be discussed 3/26.*

FILM: *Hoxie: The First Stand*

* * * * * SPRING BREAK * * * * *

Week 9: The Black Freedom Movement and Historical Memory

3/26: Workshop: Rosa Parks and the Montgomery Bus Boycott in Historical Perspective

READ: Complete Theocharis reading you began before Spring Break

GROUP DISCUSSION. Please come prepared.

3/28: Urbanization, Migration, and Little Rock

READ: Daniel, "Rhythms of the Land," *Lost Revolutions: The South in the 1950s*.

Week 10: From Civil Rights to Freedom Now! Continuity or Discontinuity?

4/1 (MONDAY) Study sessions at 11-12 am and 4-5 PM

4/2: **Exam #2:**

UNIT 3: WHERE DO WE GO FROM HERE?

4/4: Sit-Ins, Stand-Ins, SNCC, and CORE

READ: Sellers, ch. 1-4 (This is an autobiography and will read fast. Do your best.)

Week 11: Moving On

4/9: Building a National Movement: The Freedom Rides

READ: Sellers, ch. 6-8

Theoharis, 159-64

FILM: Eyes on the Prize segment, "Ain't Scared of Your Jails"

4/11: Voting Rights: What does freedom mean and how do we get there?

READ: Sellers, ch. 9, ch. 10, ch. 11

Week 12: Freedom or Liberation?

4/16: The March on Washington and the Historical Narrative: Jobs and Justice? "I Have A Dream"?

READ: Jones, ch. 4, ch. 5

4/18: Martin Luther King Jr. and Malcolm X

READ: Documents to be posted on CANVAS

GROUP PROJECT: Please be prepared. To be submitted at the end of class.

DUE: Historical Documents Analysis: Upload Form on Canvas.

You will get specific assignments.

Week 13: Liberation and the Politics of National Identity I

We may need to shuffle the schedule for Weeks 13-14 as I finalize details for a possible guest speaker

4/23: Black Power

READ: Sellers, ch. 12

Theoharis, ch. 7

4/25: The Chicano Movement in Texas

Possible guest speaker today.

READ: Martha Cotera, *The Chicana Feminist*

Week 14: Liberation and the Politics of National Identity II

4/30: Alcatraz and the Native American Movement

READ: Wilma Mankiller, Excerpts from Autobiography: *Mankiller: A Chief and Her People*

FILM: *Alcatraz is Not An Island*

5/2: Race, Gender, and the Antipoverty Movement

READ: Historical Documents

GROUP DISCUSSIONS: Please be prepared.

Week 15: Civil Rights, Past and Present

5/7: Looking to the Past to Go Forward into the Future

READ: Theoharis, 233-44

5/8 (WEDNESDAY) Study Sessions, 10-11, 4-5 (Note change in morning session time.)

5/9: **EXAM #3**

Congratulations!