

UT Jews in the Civil Rights Era
ANT 325L; JS 364; AMS 321
T/TH 12:30-2:00; SAC 4.120
FALL 2018

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Course Description:

This year marks the 50th anniversary of a pivotal moment on college campuses and civil rights activism around the nation and across the globe. UT Jews in the Civil Rights Era asks the question: What role did Longhorn Jews play in the social changes of the 1960s and early 70s—both on campus and beyond?

Revolution was in the air on college campuses in the 1960s and early 70s – UT included. De-segregation sit-ins, free love, anti-war protests, feminism, flower power, counter-culture were the (dis)order of the day. Were UT Jews allies or activists? Greeks or geeks? Feminists or Princesses? Students will learn the art of oral history and digital storytelling to uncover the untold tales of UT's Jewish students in the Age of Aquarius.

The seminar-style course will make extensive use of archival resources at world class research institutions such as the Dolph Briscoe Center of American History, the Austin History Center, as well as archives that can be accessed online. Students will also learn one of the most important tools of the public historian's trade—oral history. Each student will conduct and transcribe an oral history with a former UT student, faculty or staff member, either in person or by skype. Students begin by examining theories of memory and commemoration—how memory is constructed and forgotten—followed by preparing for and conducting oral interviews, and finally resulting in the production of a series of digital audio stories ready for radio production. Moving between archival collections, oral historical data, and original artifacts, the course will take up contemporary

methods of curation and documentation as it explores activist approaches to archiving, knowledge production, exhibitions, representation, and community engagement. The semester of independent research, documentation and representation will culminate in a public symposium, listening event, and pop up exhibition on December 2, 2018.

This course is open to students of all backgrounds

Course Objectives

- Deepen and expand understanding of the Civil Rights Era in American history both locally and nationally, through original oral historical and archival research and comparative explorations of issues of race, class, gender, religion, and national identity
- Acquire basic research and information evaluation skills of a number of interdisciplinary media—from academic texts to primary documents to oral history to visual arts and material culture.
- Become proficient in conducting original research using techniques of visual documentation, oral historical audio interviewing, primary document analysis, and archival research.
- Improve critical thinking, reading, analyzing and writing skills through interdisciplinary explorations of published academic texts, first person oral histories, primary archival documents, exhibitions, and film.
- Develop competency in a range of oral communication skills including individual presentations, group presentations and facilitated dialogue. Learn to identify, document and analyze distinct kinds of Jewish museums and exhibitions, and the stories they tell through their modes and methods of display.
- Formulate and present original research in interpretive, analytical essays and multimedia projects, as well as in oral presentations.

Cultural Diversity in the U.S. Flag: By virtue of focusing on the inclusion and exclusion of the minority and historically marginalized population of Jewish, African American, Hispanic, female and gay students, faculty, and staff at UT in the 1960s, this course fulfills the Cultural Diversity in the U.S. flag. We will further aim to explore how issues of inclusion and exclusion on UT's campus intersect with questions of race, class, region, nation, gender, and religion as well as discussing and developing skills and strategies for living in a culture of multiple differences that often organize

social hierarchies and relations of power. In keeping with this larger vision, one of the aims of the course will be to explore how the collection, circulation, and distribution of archives, material culture and oral histories of underrepresented peoples and histories can foster new forms of knowledge and public culture.

Independent Inquiry Flag: The course will focus on independent archival, material cultural, and oral historical research and each student will produce a final project including a 3-5 minute digital audio story for radio production, as well as an oral historical audio recording and transcription for archivization, and contribute to a public symposium and exhibition. We will explore collections in the Dolph Briscoe Center archives, as well as the Austin History Center in downtown Austin. The course pivots around each student's completion of an in-depth oral history with one former UT student, faculty member or staff member from the 1960s. Students will have the opportunity to use that research to investigate a particular question, problem or project related to the larger theme of campus activism in the civil rights era of the United States. The culminating activity of the semester will be a public city-wide symposium on Sunday, December 2nd, in which students will present their own, original research through a pop up exhibition, a digital storytelling listening event, and a facilitated dialogue with community participants from the civil rights era.

Required Readings

Each week we will read a number of short articles, essays, and excerpts from anthologies and ethnographies, or digital materials. You will find these uploaded to the MASTER Canvas website for our class, or listed by URL in the syllabus.

The following required books are available for purchase at the University Coop on the Drag (Guadalupe Street):

- Thorne Dreyer, Alice Embree and Richard Croxdale, eds. Celebrating the Rag: Austin's Iconic Underground Newspaper. Austin, Texas. New Journalism Project, 2016 (This text is designed to be a general resource for all weeks and as background material to prepare for your interviews)
- Michael E. Staub, ed. The Jewish 1960s: An American Sourcebook. Brandeis University Press. 2004.

- Dwonna Goldstone. Integrating the 40 Acres: The 50-Year Struggle for Racial Equality at the University of Texas. University of Georgia Press. 2006.
- Gregory J. Vincent, Virginia A. Cumberbatch, Leslie A. Blair, eds. As We Saw It: The Story of Integration at the University of Texas at Austin. Tower Books, an imprint of Univ of Texas Press. 2018.

It is essential to read all assigned books, articles, and digital materials in order to fully participate in class. Readings for the week are due before the Tuesday class session.

Attendance

Attendance will be taken at the beginning of each class. Students are expected to attend every class, arrive on time, and remain throughout the class session. This course includes special guest lectures, site visits and fieldwork trips, which are mandatory. Timely arrival is essential to avoid inconveniencing guest speakers, detracting from presentations, or disrupting trips. You are allowed one unexcused absence. Any additional absences will result in a deduction of 1 point from your final grade for participation. If an absence is anticipated, you must notify me prior to the class. In the event of emergency or serious illness, please contact me via email. Excused absences require a note from an official such as a doctor's office, Dean, parent, or coach.

Classroom Environment

In this course we will cultivate an open and creative learning environment characterized by careful listening, critical thinking, curiosity, and respect. We will not discriminate against or criticize one another or others based on gender, religion, ethnic origin, sexual orientation, disability, or any other factor.

Personal Technology

I allow laptops and portable electronic devices in class as long as they are used for taking notes; however, phones must be turned off. I reserve the right to change this policy if misuse becomes a distraction.

Assessment

This course emphasizes student-driven learning through reading, discussion, written work, fieldwork, digital storytelling production and oral presentation. You are expected to complete all readings and projects, pose questions, and reflect critically on the issues they raise. You should come to class prepared to actively participate. Grades are based on attendance, class preparation and participation, weekly questions/comments (25%), an audio recorded, transcribed, and annotated oral history interview (15%), a 3-5 minute digital story for radio production (20%); archival and material culture research and documentation based on a central theme/story from your oral history research (10%); and final preparation and implementation of a public symposium listening event, pop up digital or physical exhibition, and facilitated dialogue with community participants (30%). All assignments must be completed on time. Late assignments will receive a reduced or failing grade unless you have received prior consent.

Assignments

1. Weekly reading, online posting, attendance, and class discussion (25%)

You are responsible for posting a written reaction to the readings in the Discussion section on our Canvas site each week **by 9pm, Monday evening**. These postings will help guide our class discussions for the week. You should find freedom in your responses to react honestly, creatively, humorously, and thoughtfully to the week's materials. Your posts may raise questions about a case study, take issue with authors' arguments, make connections to contemporary cultural circumstances, and share individual reflections on the subject. But they must, first and foremost, reflect a critical understanding of the week's readings by referencing the readings themselves. There will be a total of 15 posts. (15%). Your attendance and participation grades constitute the last 10% of this assignment grade as well.

2. Individual Oral History, Transcription, and Annotation (15%)

3. Creation of 3-5 minute Audio Piece for Radio Production(20%)

4. Visual Media Piece and/or Archival and Material Culture Research and Presentation (10%)

5. Implementation of Final Class Symposium (30%)

Grading Policy:

Final grades will be determined on the basis of the following plus/minus rubric set up by UT. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down. Thus a B- will be inclusive of all scores of 80.00 through 83.999. The University does not recognize the grade of A+.

A = 94-100; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; D = 64-66; D- = 60-63; F = 0-60

Due Dates and Late Work

All written assignments are due in person during class on the date specified on the syllabus. An assignment turned in any time after the end of class on the due date will be considered late, and the grade will be adjusted. If you must miss class when an assignment is due, you must email me to make arrangements to turn it in as soon as possible. It is your responsibility to keep a copy of each assignment in case the original is misplaced; faculty are not responsible for missing assignments. There is no penalty for work not handed in when you have a legitimate and documented absence. If you feel that a grade is not appropriate, please make an appointment to discuss it with me.

Grade of Incomplete

A grade of Incomplete will only be given under justified circumstances. If such a circumstance arises, please contact me to discuss whether an incomplete can be granted.

UNIVERSITY POLICIES:

Religious holy days: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

Students with Disabilities: Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You may find out more information on the Services for Students with Disabilities website: <http://diversity.utexas.edu/disability/> and/or <http://diversity.utexas.edu/disability/how-to-register-with-ssd/>

Policy on Scholastic Dishonesty: Students who violate University rules on

scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. One such common, and often unintended, form of scholastic dishonesty is plagiarism—using research without citations or using a created production without crediting a source. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. It is the student's responsibility to be familiar with all of the rules on plagiarism and other forms of scholastic dishonesty. For further information, please visit the Office of Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/>.

Use of E-mail for Official Correspondence to Students: All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

University of Texas Honor Code: "As A Student Of The University Of Texas At Austin, I Shall Abide By The Core Values Of The University And Uphold Academic Integrity."

WEEKS at a GLANCE

Week 1	Aug 30 – Introduction: What does Civil Rights Mean to Me?
Week 2	Sept. 4-6 –Oral History and the Art of Remembering
Week 3	Sept. 13 – Remembering the Civil Rights Era: The Art of Commemoration Note: No class on Sept 11 in honor of Rosh Hashonah
Week 4	Sept. 18-20 – 1960s: The Transformation of Campus Cultures
Week 5	Sept. 25-27 – Jews in the Civil Rights Era Sept 27: Symposium Planning Session I
Week 6	Oct. 2-4 – Direct Action at the University of Texas Guest Speaker: Thorne Dreyer
Week 7	Oct. 9-11 – The Role of Jews in Participatory Democracy Oct 11: Digital Storytelling Workshop with Texas Folklife

	Oct 11: Oral History Logs and Transcriptions Due
Week 8	Oct. 16-18 – Mining the Archives Oct 16: Fieldtrip to Dolph Briscoe Center and Austin History Center Oct 18: Fieldtrip to Austin History Center
Week 9	Oct. 23 – 25 De-Segregation on the 40 Acres Guest Speaker: TBD
Week 10	Oct 30, Nov. 1 – Counterculture on UT's Campus and Beyond Nov 1: Multi Media Workshop: Adding Primary Documents
Week 11	Nov. 6-8 — The Women's Liberation Movement Nov 8: Symposium Planning Session II
Week 12	Nov. 15 – Anti-War Movement on UT Campus: The Jewish Stake in Vietnam Digital Audio Stories Due Nov. 13: Independent Archival Research Day
Week 13	Nov. 20 – In Class Workshop All Archival/Material Objects and Visual Component of Digital Piece Due
Week 14	Nov. 27-29 – Symposium Set Up Nov 29: Symposium Planning Session III
Dec 2 nd	Public Symposium Mandatory Attendance

WEEKLY SCHEDULE

(Please note: Schedule and Readings are subject to change due to the large number of independent variables in this field-based class. Please check CANVAS ANNOUNCEMENTS for weekly updates and/or schedule changes.)

Week 1 – Introduction to the Class : What Does Civil Rights Mean to Me?– Aug 30

Week 2 — Introduction to Oral History and the Art of Remembering -- Sept 4-6

Readings:

Donald A Ritchie: "An Oral History of our Time," In Doing Oral History: Practical Advice and Reasonable Explanations for Anyone.Third Edition.
New York: Oxford University Press, 2015: pgs 1-28

Martha Norkunas, "Teaching to Listen: Listening Exercises and Self-Reflexive Journals," *Oral History Review* v. 38, no. 1 (Winter-Spring 2011): Pgs. 4-5873-108.

Alessandro Portelli, *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*, Albany, N.Y.: SUNY Press, 1991), pgs. 1-26 ("The Death of Luigi Trastulli,"); "Research as an Experiment in Equality," Pgs. 29-44; and "What Makes Oral History Different?" pgs. 45-58.

Sept. 6: Oral History Workshop: Fundamentals of conducting an Oral History Interview; Equipment; Constructing Questions; Active Listening

Week 3 –Fifty Years After; Remembering the Civil Rights Era: The Art of Commemoration: -- Sept 13

Readings and Short Videos

Celebrating The Rag: Austin's Iconic Underground Newspaper. Pgs. 1-11
People's History of Texas; The Rag: Austin Underground Press, 1966-1977.

Part I. <http://peopleshistoryintexas.org/projects-2/the-rag-austin-underground-press-1966-1977/>

Voices of Counterculture in the SW: An exhibit of the New Mexican History Museum:

http://www.santafenewmexican.com/pasatiempo/art/museum_shows/a-time-to-every-purpose-voices-of-counterculture-in-the/article_24c3dbdf-619a-52f7-9c99-0666e16e6ea6.html

Turn On; Tune In Community Storytelling Project: Sharing Stories of the counter culture in the southwest

<https://www.storycenter.org/storycenter-blog//new-mexico-history-museum-title-tbd>

Brian Horrigan, "Introduction" In The 1968 Project: A Nation Coming of Age. Minnesota Historical Society Press. 1968. Pgs 6-13.

Brad Zellar. "Epilogue" In The 1968 Project: A Nation Coming of Age.

Minnesota Historical Society Press. 1968. Pgs. 148-159

<https://www.youtube.com/watch?v=H1LoWm8iX1c>

Suggested Reading:

Bret Eynon. "Cast upon the Shore: Oral History and New Scholarship on the Movements of the 1960s." The Journal of American History, Vol 83, No. 2 (Sept 1996), pp. 560-570.

Note: There will be no class on Tuesday, Sept 11th, in honor of the Jewish Holiday of Rosh Hashonah

Week 4 —1960s: The Transformation of Campus Cultures—Sept 18-20

Readings:

Helen Lefkowitz Horowitz, "The 1960s and the Transformation of Campus Cultures." History of Education Quarterly, Vol 26, No.1 (spring 1986. Pgs. 1-38

Richard Flacks, "The Liberated Generation: An Exploration of the Roots of Student Protest," Journal of Social Issues 23 (July 1967): 52-75.

Miguel de Oliver: "Geography, Race and Class: A Case Study of the Role of Geography at an Urban Public University." American Journal of Education, Vol 106, No. 2(Feb 1998) Pgs. 273-301

Celebrating The Rag: Austin's Iconic Underground Newspaper. Pgs. 18-22

Suggested Reading:

Marti G. Harvey. The Evolution of the Rag: An Analysis of the Social, Political and Technological Influences on one Underground Newspaper in the 1960s. Unpublished MA Thesis, University of Texas at Arlington, 2010

Week 5 — Jews in the Civil Rights Era; What's Jewish about the 1960s? -- Sept 25-27

Readings:

Michael E. Staub, "Introduction" In The Jewish 1960s: An American Sourcebook. Pgs. Xv-xxiii

Michael E. Staub, ed. The Jewish 1960s: An American Sourcebook. Section 1; Going South. Pgs. 3-34

Doug Rossinow: 'The Break-through to New Life: Christianity and the Emergence of the New Left in Austin, Texas, 1956-1964. American Quarterly, Vol 46, no. 3 (Setp, 1994), pp. 309-340.

Hollace Ava Weiner: "Conscience of a Community: Levi Olan, Dallas." In Jewish Stars in Texas: Rabbis and Their Work. Texas A & M College Press. 1999. Pgs. 210-234

SEPT 27: IN CLASS: Symposium Planning Session I

In preparation, please read:

- Folklife and Fieldwork: An Introduction to Field Techniques (The Library of Congress): <http://www.loc.gov/folklife/fieldwork/index.html>
- AFS Statement of Ethics: Principles of Professional Responsibility, here: <http://www.afsnet.org/?page=Ethics>

In this first planning session, we will discuss the overall goals of the symposium and determine key topics/themes, a format and course of action for achieving those goals. Planning session will result in:

A format for the symposium/presentation

A list and schedule of necessary steps

Assignment of responsibilities

Come prepared to share your suggestions for our group symposium. We will consider each suggestion in relation to the following questions:

- 1) What are the research questions/topics/themes that we will highlight in this public symposium?
- 2) What are the best formats for addressing these themes?
- 3) Can we address this question satisfactorily using the time, space, and resources that we have?
- 4) Does this topic/question serve our course mission?
- 5) Who will care? Who is our audience?

Week 6 — "You Say You Want a Revolution": Direct Action at the University of Texas-- Oct 2-4

Readings:

Martin Kulhman, "Direct Action at the University of Texas During the Civil Rights Movement, 1960-1965," *Southwestern Historical Quarterly* 98 (1995): 551-566.

Beverly Burr. *History of Student Activism at the University of Texas at Austin* (1960-1988). Unpublished Thesis, University of Texas at Austin. 1988.

Thorne Dreyer: The Spies of Texas: How UT Austin Police Tracked the Lives of Sixties Dissidents. Texas Observer.

<https://www.texasobserver.org/2343-the-spies-of-texas-newfound-files-detail-how-ut-austin-police-tracked-the-lives-of-sixties-dissidents/>

[Oral History Interview with Jim Harrington, June 13, 2016,
https://texashistory.unt.edu/explore/collections/CRBB/](https://texashistory.unt.edu/explore/collections/CRBB/)

Celebrating The Rag: Austin's Iconic Underground Newspaper. Pgs
Civil Rights in Black and Brown.
<https://texashistory.unt.edu/explore/collections/CRBB/>

Guest Speaker: Thorne Dryer

Week 7— The Role of Jews in Participatory Democracy Oct. 9-11

Readings:

S. Robert Lichter and Stanley Rothman, "Jews on the Left: The Student Movement Reconsidered." Polity, Vol 14, No. 2 (Winter, 1981), Pgs. 347-366

Holly V. Scott: Student Citizen, Part II: The Early New Left Is Younger Than That Now: The Politics of Age in the 1960s.

Sean D. Stryker: Knowledge and Power in the Students for a Democratic Society. Berkeley Journal of Sociology, Vol 38, 1994. Pgs. 89-138

Oct 11: Digital Storytelling Workshop with Texas Folklife

Learn to transform your oral history interview into a 4-5 minute digital audio story ready for radio production

**Week 8 – Mining the Archives: Primary Documents from the Civil Rights Era: Analyzing Archival Documents/Photographs/Collective Memory—
Oct. 16-18**

Readings: TBD

October 16: We will meet at the Dolph Briscoe Center for American History, promptly at 12:30pm, for an archiving workshop with Briscoe Center staff member, Margaret Schlankey, Head of Reference Services.

October 18: Class will meet at the Austin History Center, for a guided tour of the exhibit, Taking it to the Streets: A Visual History of Protest and Demonstration in Austin, and a peek behind the scenes at creating an

exhibition from archival research with Rusty Hechaman, chief archivist at Austin History Center.

Week 9 — De-Segregation on the 40 Acres—Where were the Jews? Oct 23-25

Readings:

Gregory Vincent, Virginia A. Cumberbatch, Leslie A. Blair, eds. *As We Saw It: The Story of Integration at the University of Texas at Austin*. University of Texas Press. 2018

Dwonna Goldstone: *Integrating the 40 Acres: The 50-Year Struggle for Racial Equality at the University of Texas*. University of Georgia Press. 2006

“How UT Students—and Eleanor Roosevelt—Integrated the Drag”

<https://jimnicar.com/2014/10/01/how-ut-students-and-eleanor-roosevelt-integrated-the-drag/>

Seth Forman: “The Unbearable Whiteness of Being Jewish: The Jewish Approach Toward Black Power, 1967-1972” In *Blacks in the Jewish Mind: A crisis of Liberalism*. NYU Press, 1998. Pgs. 135-192

Bryan Edward Stone, “‘Are you going to Serve Us?’: Texas Jews and the Black Civil Rights Movement.” In *The Chosen Folks: Jews on the Frontiers of Texas*. University of Texas Press. 2010. Pgs. 193-215

Suggested Reading:.

Michael E. Staub, ed. *The Jewish 1960s: An American Sourcebook*. Section 4; Black-Jewish Relations. Pgs. 87-136

Chaim I. Waxman. “The Pendulum Shifts, 1965-1975.” In *Americas Jews*. Temple University Press. 1983. Pgs. 104-134

Video: Civil Rights in Burnt Orange: <https://vimeo.com/270483286>

Oct 25: Digital Storytelling Workshop #2

Week 10 —I Just Want to be a Cosmic Cowboy: The 1960s Counter Culture on UT’s Campus and Beyond– Oct 30-Nov 1

Readings:

Michael E. Staub, ed. “The Making of a Jewish Counterculture” In *The Jewish 1960s: An American Sourcebook*. Pgs. 273-307

Clifford Endres. "Homeless with the Armadillo." In No Apologies: Texas Radicals Celebrate the '60s. Daryl Janes, ed. Eaken Press. 1992 ; Pgs. 237-248

Michael Allen. "I Just Want to be a Cosmic Cowboy": Hippies, Cowboy Code and Counterculture. Western Historical Quarterly, Vol 36. No. 3 (Autumn, 2005). Pgs. 275-299.

Celebrating The Rag: Austin's Iconic Underground Newspaper. Pgs. and additional index entries under "counterculture"

Nov 1: Adding Visual/Material-Media to your Digital Stories Workshop

Week 11 —Jewish Women and The Women's Liberation Movement --Nov 6-8

Readings:

Michael E. Staub, ed. "Jewish Women and Feminism." In The Jewish 1960s.: An American Sourcebook. Pgs. 317-348

Nancy E. Baker. "Hermine Tobolowsky: A Feminist's Fight for Equal Rights" In Texas Women: Their Histories, their Lives. University of Georgia Press. 2015. Pgs. 434-456

Harold L. Smith: "Casey Hayden: Gender and the Origins of SNCC, SDS, and the Women's Liberation Movement" In Texas Women: Their Histories, Their Lives. Elizabeth Hayes Turner, University of Georgia Press. 2015. Pgs. 359-388

Frieda Werden. "Adventures of a Texas Feminist." In No Apologies; Texas Radicals Celebrate the '60s. Daryl Janes, ed. Eaken Press. 1992: Pgs. 189-211.

Rachel Griess: "Fight Like a Girl: Preserving Feminist History in Austin, Texas." Ms Blog, August 17, 2018 [msmagazine.com](http://lifeandletters.la.utexas.edu/2018/07/fight-like-a-girl-how-womens-activism-shapes-history-2/)
<http://lifeandletters.la.utexas.edu/2018/07/fight-like-a-girl-how-womens-activism-shapes-history-2/>

Celebrating The Rag: Austin's Iconic Underground Newspaper. Pgs.97-99, 195-206, 236-239, and additional index entries under "abortion rights," "women's liberation movement," "women's community calendar," "women's health organization."

<https://www.youtube.com/watch?v=xF3m2g9InJE>

IN CLASS: Symposium Planning Session II: Curation of an Idea

Today we will share all research materials and determine a plan for interpretation and representation, including what will be displayed and how it will be presented, both materially and intellectually. We will establish exhibition themes and the basic layout, division of labor, and installation timeline. Finally, we will choose a working title.

In preparation, please read the AAM guidelines and past examples of winning labels submitted to AAM's writing competition here: <http://www.aam-us.org/docs/default-source/professional-networks/2017.pdf?sfvrsn=0>

Week 12 – “What Are We Fightin For?": The Jewish Stake in Vietnam: The Anti-War Movement on UT Campus –Nov 15

Readings:

Michael E. Staub, ed. "The Jewish Stake in Vietnam." In *The Jewish 1960s.: An American Sourcebook*. Pgs. 137-164

Bruce Dancis: "From Protest to Resistance" In *A Story of Protest and Prison During the Vietnam War*. Cornell University Press. 2014. Pgs 66-85.

Terry DuBose. "Vietnam Veterans Against the War. In *No Apologies; Texas Radicals Celebrate the '60s*. Daryl Janes, ed. Eaken Press. 1992: Pgs. 149-158

Celebrating The Rag: Austin's Iconic Underground Newspaper. Pgs. 128-137, 150-154, and additional index entries under "anti-war movement" and "Vietnam War."

November 13

Today will be an independent archive day to research and finalize materials for both the exhibit and the digital stories slide shows. Please make arrangements in advance

Week 13 – IN CLASS WORKSHOP-Nov 20

IN CLASS:

Today we will write first drafts of the following symposium materials;

1. PR Materials and Flyer
2. Exhibition labels
3. Digital Storytelling title pages
4. Panel Discussion Questions

Note: No class during Thanksgiving Holiday, Nov. 22

Week 14– Nov 27-29: Symposium Set Up and Run Through up

ALL EXHIBIT MATERIALS DUE TODAY (objects, texts, media, fieldwork)

IN CLASS: Symposium Planning Session III: Layout and Design

Final Digital Stories; Final Exhibition Materials; Final Run Through of Symposium Panel Discussion Questions; Final Reception Details

Dec 2nd PUBLIC SYMPOSIUM and LISTENING EVENT

A public symposium featuring our final products, as well as a panel discussion with noted UT faculty, and students from the 1960s, will be held in the CLA on Sunday, December 2nd, 2018, from 2-5. Please mark your calendars. This is a mandatory attendance date and is a significant part of your final grade. This will be an all day affair, including set up and take down of the pop up exhibition and digital storytelling materials. Invite your family and friends.

Week 15 –Class Review/Wrap Up– Dec 4-6

IN CLASS: De-Brief, Thank Yous, Celebration!

- Class-wide de-brief of symposium
- Return of all symposium materials
- Thank yous to Symposium participants
- Submission of final written de-briefs from class