A half century ago, events of the Civil Rights Movement filled news headlines across the U.S. Few teenagers or adults who opened a paper, turned on the television, or listened to the radio would have missed the Brown v. Board of Education school desegregation decision, lunch counter sit-ins, fire hoses in Birmingham, or the signing of the Civil Rights and Voting Rights Acts. These events had an enormous impact on American politics and culture. But what does it mean to look back at such historic events in 2011, with the benefit of hindsight? How did they come about? What changed? What did not? Which events have become part of the “official narrative” … and which have not? To answer these questions and provide a historical understanding of the modern Civil Rights Movement, this course examines the movement in the larger context of American society, from World War II to the 1970s. Using a comparative approach, the course traces social movements initiated by African Americans, Mexican Americans, Asian Americans and Native Americans. At the same time, we explore the politics, popular culture and social life of this era, considering such topics as the Cold War, mass media, urbanization, and the Vietnam War. Throughout, we address such broad themes as American democracy and citizenship, race and racism, gender and sexuality, labor and class conflict. Although the class is primarily a lecture course, students are encouraged to engage critically with the course content through a variety of assignments inside and outside of class.

Course requirements:
1) Regular attendance and completion of reading assignments
2) Three reading handouts, (5% each, 15% total)
3) Three in-class exams: Thurs., 9/22, Thurs., 10/27, and Thurs., 12/1 (20% each, 60% total)
4) Five-page essay due 11/10, in class (25%)

Required readings:
Required short readings are available on Blackboard or in Coursepack available at Speedway, in Dobie Mall (noted as [cp]).
Required books are available at the University Co-op Bookstore:
Cone, James H. Martin and Malcolm and America: A Dream or a Nightmare
García, Mario T. and Sal Castro. Blowout! Sal Castro & the Chicano Struggle for Educational Justice
Martin, Waldo E. Brown v. Board of Education: A Brief History with Documents
Sellers, Cleveland. The River of No Return: The Autobiography of a Black Militant and the Life and Death of SNCC
Takaki, Ronald. Double Victory: A Multicultural History of America in World War II
Important Notes:

* **Regular attendance** is required, because of the nature of the course. Please check in with me or Alley Schottenstein before class begins. After 2 unexcused absences, you will be asked to provide a written excuse (medical emergency or U.T. official business are considered excusable). Absences in observance of religious holidays are excused absences. Three points will be deducted from final grade for each additional unexcused absence. Students are responsible for obtaining notes on material and announcements missed in class. You are welcome to discuss lectures with us, but we cannot distribute lecture notes for missed classes.

* **Please arrive on time and remain until the end of class.** Exceptions should be discussed with me or Alley beforehand.

* **Reading** noted on the syllabus should be completed before class time. For three of the readings, there are handouts that will be submitted, but I would like you to take notes on central points of all readings to prepare for class discussions and other activities.

* **Films** are required course material and will be included on exams. Films will be on reserve at the Fine Arts Library after being shown in class, except where noted.

* **Papers** must be submitted by on the due date unless a written medical excuse or documentation of family emergency is provided. Papers must be submitted in hard copy, not electronically. Late papers will result in a loss of 10 points for each day they are late. Papers should be typed, double-spaced, with 12-point type, and 1" margins. **Handouts on assignments will be available two weeks or more before due date.**

* **Exams**: There is no final exam for this course. Instead, there are three exams evenly spaced throughout the semester, testing on material covered in the prior third of the course. Exams must be taken on the scheduled date unless a written medical excuse or documentation of family emergency or university-related conflict is provided. Make-up exams will be held on the following Friday afternoon, but those without documentation will have 10 points deducted from exam grade.

* **Blackboard** will be used by the instructor and TA to post class announcements, office hours, lecture outlines, and assignments, including reading handouts. Be sure the registrar has your current email address and that your mailbox is not full.

* **Special accommodations** will be provided, upon request, for qualified students with learning disabilities. Contact the Dean of Students office by phone at 471-6259 or by email at ssd@austin.utexas.edu. Please see me early in the semester to arrange.

* **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 worldwide web, as well as to all print material. Penalties for violations may include loss of credit for the course. For the history department’s guidelines, see: [http://www.utexas.edu/cola/depts/history/about/academic-integrity.php](http://www.utexas.edu/cola/depts/history/about/academic-integrity.php)

### COURSE SCHEDULE

**Week 1: Introduction**

Aug. 25: Intro: Why Study the Civil Rights Movement Today?

**Week 2: World War II: A Watershed?**

Aug. 30: Defending Democracy and Fighting Inequality

Sept. 1: Race and Democracy on the Home Front

**Week 3: Hidden Histories**

Sept. 6: Japanese Internment

*DUE IN CLASS: Reading handout #1*
Sept. 8: The Home Front: A Watershed for Women?

Week 4: Racial Justice after World War II
Sept. 13: “We Return Fighting”: Veterans, Racial Militancy and Postwar Politics
Sept. 15: Cold War, Civil Rights

Week 5: Race and Culture in Postwar Society
Sept. 20: Urbanization, Migration and Postwar Culture
Sept. 22: EXAM #1: Bring blue books and ink pens.

Week 6: School Desegregation in Comparative Perspective I: Mendez v. Westminster
Sept. 27: Challenging the “Mexican schools”
Sept. 29: The Mendez Decision: Race or National Origin?

Week 7: School Desegregation in Comparative Perspective II: Brown v. Board of Education
Oct. 4: The Road to Brown v. Board of Education
Oct. 6: Overturning “Separate But Equal”
**DUE IN CLASS: Reading Handout #2**

Week 8: Responding to Brown: A Divided South
Oct. 11: Massive Resistance?
Oct. 13: Grassroots activism after Brown

Week 9: Freedom Now!
Oct. 18: The Sit-Ins
Oct. 20: From the Freedom Rides to Freedom Summer

Week 10: Turning a Corner
Oct. 25: Challenges to Liberalism
Oct. 27: **Exam #2: Bring blue books and ink pens**

Week 11: Ideological Crossroads
Nov. 1: Reassessing Martin and Malcolm
Nov. 3: Black Power

Week 12: Where Do We Go From Here?
Nov. 8: Race, Class and Vietnam [NO READING]
Nov. 10: Paper due in class on Malcolm X and Dr. Martin Luther King Jr.

Week 13: Civil Rights or Liberation?
Nov. 15: Origins of the Chicano Movement
Nov. 17: Chicano Liberation

Week 14: Politics of National Identity
Nov. 22: The Native American Movement
**DUE IN CLASS: Reading Handout #3**
Nov. 24: Thanksgiving holiday

Week 15: Historical Memories and Present Realities in the Post-Civil Rights Era
Nov. 29: Assessing Race and Schooling in the Post-Civil Rights Era/REVIEW
Dec. 1: EXAM #3 Bring blue books and ink pens.