This writing intensive seminar allows students who already have some familiarity with the history of the civil rights movements of the mid-twentieth century to more deeply explore themes that can be addressed only briefly in a broader lecture course. Readings and class discussions will concentrate primarily on African American and Mexican American struggles for civil rights, but also address the Asian American and Native American movements. Likewise, we compare rural and urban movements, and northern and southern ones. Using a comparative approach will allow unique insights that are usually missing in courses on the Civil Rights Movement. In this rethinking, students will consider the distinctiveness of each of these struggles while also viewing them in relation to each other, which participants frequently did at the time. In doing so, we explore how historical understandings of race, gender and class impacted these movements in distinct and shared ways. Just as importantly, this comparative perspective encourages students to gain new understandings of mid-twentieth century U.S. history as a whole.

This course has a substantial writing component. Over the course of the semester, students will deepen their understandings of the civil rights era by researching and writing a 5,000 word research paper using archival collections at the University of Texas or the Austin History Center. Papers also rely on published scholarly works and other sources such as newspapers. I work closely with students to help with this process.

Course Evaluation
25% Attendance and class participation, to be broken down as follows:
   5% attendance including promptness
   10% completion of readings and participation in class discussion
   10% 15-minute oral presentation on research project
75% Research project, to be broken down as follows:
   5% Five brief assignments that form building blocks for the paper (1% each)
   Note: These will not be graded but must be submitted for credit.
   10% First section, draft
   15% Second section, draft
   20% Full draft including third section and conclusion
   25% Final paper

Required readings:
Required short readings will be posted on Blackboard. Required books may be purchased at the University Co-op Bookstore except for the Phillips text which is available as an e-book through the library website. For those who prefer hard copy I can special order it. All books will be on reserve unless they are only available as e-books. Access through the HIS 350R unique number.

  Moody, Anne. *Coming of Age in Mississippi*.

Oropeza, Lorena. *¡Raza Sí! ¡Guerra No! Chicano Protest and Patriotism during the Vietnam War Era*.


Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations (7th edition)*

**IMPORTANT NOTES**

**Attendance and promptness:** This class meets only once a week and it is a seminar based on student discussion of readings and research. Therefore, attendance is mandatory. If you have more than 2 unexcused absences, five points will be deducted from your final grade for each additional unexcused absence. For excused absences (medical or family emergencies, official U.T. business) you will need a written note. Religious holiday observances are considered excused absences. *Please arrive on time and do not leave early.* If late arrivals or early departures happen frequently, it may affect your final grade if you are on the edge between two grades. Exceptions to these requirements should be discussed with me in advance. You are responsible for finding out about missed announcements.

**Grades:**

- Plusses and minuses will be used, as follows:
  - A = 93-100; A- = 90-92
  - B+ = 87-89; B = 83-86; B- = 80-82
  - C+ = 77-79; C = 73-76; C- = 70-72
  - D+ = 67-69; D = 63-66; D- = 60-62
  - F = below 60

Grades ending in .5 or above will be rounded up; grades ending in .49 or below will not.

**Blackboard** will be used in this course. You will find links for the syllabus, announcements, assignments, and readings, and be able to check your grades. I also use Blackboard to send emails. Be sure you regularly check the email address that is on record with the Registrar and that your inbox is not full. Readings on Blackboard will be noted with (BB)

**Special accommodations** will be provided, upon request, for qualified students with learning disabilities. Contact the Dean of Students office at 471-6259 or ssd@uts.cc.utexas.edu if you have need of accommodations for which you are not already certified. Inform me the early in the semester of your approved accommodations.

**Papers and written assignments:**

Each student will develop an original research project of approximately 5,000 words that explores a civil rights history topic in which s/he is particularly interested. At least half of the research should come from primary sources in an archival collection at one of the university’s premier research institutions or another Austin institution. The research paper itself does not have to include a comparative component, but it should be conceived within the broader focus of the course. For some students, this will revolve around a local movement in Austin or in Texas. Most students will use textual sources but there are also options for using photo archives and oral histories. Throughout the course we will be talking about research methods.

The first part of the paper, due Oct. 24, will be a draft introduction, including an analysis of
key scholarly works on the subject, as they pertain to students’ original work (around 5 pages total). The second part of the paper, due Nov. 7, will present the historical context and background of the subject matter of the paper (about 5 pages). The third part of the paper, due as part of the full draft on November 28, will present your central research findings and will draw significantly on primary documents (about 7-8 pages). The full draft will also include a conclusion (2-3 pages). I will return each draft to you with comments. The final paper should reflect comments on previous drafts and be submitted by Friday, Dec. 14.

**Format:** Typed, double-spaced, 12-point font, with 1-inch margins. Bibliographies and footnotes should be single-spaced with a space between entries.

**Submission:** Papers must be submitted in hard copy in class (except for the final paper, which will be submitted to the history department office. They should also be emailed to me. Failure to submit papers when they are due will result in a drop of one grade for each day the assignment is late, unless there are special circumstances that are discussed with me beforehand.

**Footnotes and Bibliography:** For history papers, books, and articles, we use Chicago Manual of Style format. You will find most of what you need in the Turabian text we are using for this course. I recommend using a bibliographic program such as Zotero or EndNote.

**Academic Integrity:** The University of Texas adheres strictly to guidelines regarding academic integrity, including plagiarism. *These guidelines extend to all material found on the worldwide web,* as well as to print material. Penalties for violations may include loss of credit for the course. For the wording of the history department policy please see: [http://www.utexas.edu/cola/depts/history/about/academic_integrity/](http://www.utexas.edu/cola/depts/history/about/academic_integrity/)

**Due dates:**

- **9/5** – Meet with me outside of class to discuss interests and potential research projects
- **9/14**
- **9/26** – 1 page including brief statement of your topic and assessment of principal archive you will use for your project, including its name, brief description, size, dates, kinds of materials (e.g., correspondence, clippings, etc.), why you chose it.
- **10/3** – 1-page prospectus and 1-page bibliography.
  - **Prospectus** should not only describe your subject but pose a central research question and discuss why it is significant to you. It should also briefly discuss how you will go about the project.
  - **Bibliography** should include 4 or more secondary sources (published books and articles) and 2 or more primary sources (archival collections, newspapers, oral histories). List only materials that you have looked at and determined to be important to your project.
- **10/17** – 1-page Tentative outline of paper (This will likely change.)
- **10/24** – First section of paper (Introduction including analysis of relevant books/articles)
- **10/31** – 1-2 page analysis of 1-2 key documents and statement of why important to paper
- **11/7** – Second section of paper (including historical context and background for subject)
- **11/28** – Full draft of research paper including third section of paper (main analysis of primary research), conclusion, editing of previous sections based on comments
- **11/28** – Oral presentations. These will be organized into panel discussions.
- **12/5**

**FINAL PAPER:** Due Friday, December 14, 4:45 p.m. Submit to history dept. office, GAR 1.104
COURSE SCHEDULE

I. Opening Questions

Week 1, 8/29  Introduction
What does it mean (and not mean) to study the history of the Civil Rights Movement from a comparative perspective?
SUGGESTION: Begin reading Moody, *Coming of Age*, right away.

Week 2, 9/5  Conceptual Approaches
NOTE: Class will meet in the lobby of the Benson Latin America Collection. Be sure to find the location on campus map.
READ:

WORKSHOP: Introduction to Mexican American and Chicano History archival collections at the Benson, with Margo Gutierrez and Christian Kelleher

II. Rethinking Desegregation

Week 3, 9/12  More than Desegregation: Youth Activists in the Deep South
READ: Moody, *Coming of Age*

WORKSHOP: Introduction to African American and Mexican American civil rights collections at the Briscoe Center for American History, with Margaret Schlankey
Also: Presentation of civil rights collections at the Austin History Center

Week 4, 9/19  Race and Place: Comparative Perspectives
READ:
Madeleine E. López, “New York, Puerto Ricans, and the Dilemmas of Integration,” in Lau, ed., *From the Grassroots to the Supreme Court* (BB)
Jeanne Theoharis, “‘I’d Rather Go to School in the South’: How Boston’s School Desegregation Complicates the Civil Rights Paradigm,” in Theoharis and Woodard, eds, *Freedom North* (BB)
Turabian, *Manual*, 5-11

WORKSHOP: Finding a Topic

III. War and Civil Rights

Week 5, 9/26  Racial Injustice and Protest from World War II to the Cold War
READ:
Phillips, *War*! Introduction, Chapters 2, 3, 4
Oropeza, ¡Raza Si! ¡Guerra No!, Introduction, Chapter 1
Turabian, Manual, 12-35

WORKSHOP: Identifying a Research Question and Sources
DUE: 1 page on topic and archive

Week 6, 10/3  Race and Liberation: Revisiting the Vietnam War
READ:
Phillips, War! Introduction, Chapters 5, 6
Oropeza, ¡Raza Si! ¡Guerra No!, Chapters 2, 3, 4, 5
Turabian, Manual, 12-47

WORKSHOP: Engaging Sources and Planning your Paper
DUE: 1-page prospectus and 1-page bibliography

IV. Race, Poverty and Health

Week 7, 10/10  LBJ’s War on Poverty and Grassroots Antipoverty Struggles
READ:
Orleck & Hazirjian, War on Poverty, Introduction and chapters by Greene, Clayson, Rodriguez, DeJong
Turabian, Manual, 48-61

WORKSHOP: Developing Your Argument

Week 8, 10/17  Black Power and Health Activism
READ:  Nelson, Body and Soul, Chapters 1-5

DUE: 1-page tentative outline

Week 9, 10/24  The Politics of Race, Gender and Hunger
READ:  Orleck & Hazirjian, War on Poverty, Chapters by Green, Jordan and Cobb

IN-CLASS FILM: 1968 CBS News Documentary, “Hunger in America” [Note: This is not available online and not easily available in the library, so be sure not to miss it in class.]

DUE: First section of paper

V. Rearticulating Identities

Week 10, 10/31  Asian America in the Context of the 1960s
READ:
Maeda, Chains of Babylon, Introduction and Chapters 1, 2, 3, 4
Turabian, Manual, 71-81

WORKSHOP: Writing Your Draft
DUE: 1-2 page analysis of 1-2 key documents

Week 11, 11/7  The American Indian Movement in an Urban Frame
NO READING. Concentrate on your drafts.
IN-CLASS FILM: *Alcatraz is Not an Island*

DUE: Second section of paper

**Week 12, 11/14  Cultural Expression and Politics**

READ:
Maeda, *Chains of Babylon*, Chapter 5

Poetry Selections: Voices from the Black Arts Movement

**Week 13, 11/21**

NO CLASS. WORK ON FULL DRAFTS OF PAPERS

11/22 – 11/25 THANKSGIVING BREAK

**VI. Oral Reports on Projects**

**Week 14, 11/28  Oral Reports**

NO READING

DUE: Full draft of paper

**Week 15, 12/5  Oral Reports**


WORKSHOP: Revising Your Draft

DRAFTS RETURNED

FINAL PAPER DUE FRIDAY, DECEMBER 14, 4:45 P.M. AT HISTORY OFFICE, GAR 1.104