Between the 1940s and the 1980s, a broad "rights revolution" swept the United States, bringing into dynamic interaction popular movements, political parties, policy elites, and the political culture of “rights talk.” The attendant conflicts left every corner of American society changed and spurred conservative movements that fed into “America's right turn” in the 1980s. Contending groups struggled in their own interests as they disputed the meanings of “equal rights” that had been contested since the nation’s founding. Post-war “insurgent movements” also articulated as-yet unfulfilled agendas and popular freedom dreams that remain controversial in our still divided multiracial and class-ridden society.

Rights struggles and rights talk had a long history before this era. African American and Latino movements for freedom, women's movements for suffrage and economic justice, workers' movements for collective bargaining rights and social welfare, long-running "battles at the boundaries" over civil liberties, all had been ongoing since the early years of the Republic. But arguably World War II was a watershed, and the black freedom movement in many cases became the vanguard for the insurgencies of the late twentieth century.  (Social activist and singer Bernice Johnson Reagon called the freedom movement  "the borning struggle" with some justification). We will therefore give a good deal of attention to what has recently been called the “Long Civil Rights Movement.” And we will attempt to trace the interactions and influences of this movement on concurrent and subsequent movements for rights, as well as on the policies and practices of government, businesses, labor unions, and educational institutions.

In addition to several focused monographs, I have selected scholarly syntheses and essays that open up both the history and historiography of such broad areas as Mexican American history, women's rights, and what has been called the "reactionary populism" of the 1970s, which this class cannot delve into as deeply as black freedom.

As I mentioned in my earlier emails to you, I am especially interested in interactions between ordinary people, national movement leaders, and policy elites. The thrust of much of recent scholarship argues that most of the dynamism and creative redefinition of civil rights came from the "grassroots" -- from local working-class and poor people who were drawn into political movements at strategic moments of opportunity or promise. We will therefore pay special attention to popular rights consciousness as it evolved in the context of changing formal policies and the many "lessons learned in struggle." As I mentioned, we will give attention to Latino and immigrant rights movements, disability rights, prisoners rights, victims' rights, and the rights claims by working-class and middle-class whites who felt their status or privileges under threat from the forces of "identity politics."

Since so many of the local people who made these movements were women, the hierarchies and identities of gender will be central concerns of the course. And since movements were often fractured along lines of class, while demands for economic justice met stern resistance, socioeconomic class will also be a frequent term of analysis as we seek to explain these changes.
Course Objectives and Learning Outcomes:
By semester's end you should be able to:
1) Identify and evaluate a range of leaders, organizations, events, issues, strategies, achievements, and unfulfilled dreams in the African American "long civil rights movement."
2) Identify and analyze movements running in parallel to, or inspired by, the long black freedom movement. Demonstrate an understanding of the terms under which coalitions formed. Make meaningful comparisons between social movements.
3) Demonstrate an understanding of the public policies shaped by elites in response to popular movements, as well as the judicial innovations and bureaucratic policies that sorted out group interests seemingly in the absence of widespread political mobilization (especially as in the case of affirmative action).
4) In terms of your skills as graduate students, demonstrate that you can situate works of scholarship in more general ongoing historiographical discussions. Balance positive appreciation with critical evaluation.
5) Demonstrate concretely your understanding of how race, class, and gender have structured freedom movements and the social, cultural, economic and political institutions that promoted or constrained these movements.
6) Balance : a) working knowledge of substantive historical change that will enrich your teaching, and b) in-depth consideration of focused historiographical debates that will enrich your scholarship.

Course Requirements:

Reading:
Brian J. Daugherity, and Charles C. Bolton, *With All Deliberate Speed : Implementing Brown V. Board of Education* (Fayetteville, 2008)
Robert Rodgers Korstad, James L. Leloudis, and Billy E. Barnes, *To Right These Wrongs: The North Carolina Fund and the Battle to End Poverty and Inequality in 1960s America* (Chapel Hill, 2010)
A course reader containing all cited required readings of chapters and articles in the literature.

Evaluation:
Consistent participation, including 2 reports: 40%
2 historiographical essays: 30%
10 reader/response posts on Blackboard Discussion Board: 30%

Preparation as Reflected in Class Participation. 40%. The class will rise or fall on this. So much of functioning well as a historian is the ability to capture the gist of an argument, to be fair yet critical, and to be able to contribute to ongoing conversations in the field. So much time and work can be saved if you make
this a group process. I ask each of you, as a professional, to stay on-topic, stay high-minded, limit tangential anecdotes, and please refrain from going negative on a piece of scholarship at least until we have a fair appreciation of an author's efforts and contributions. This is a colloquium, a collaborative enterprise. You get one unexcused absence.

The extra reading that you do for your historiographical essays I expect you to share with the group. This is an informal requirement, but a real one. I will try to prompt you, but I also expect you to volunteer insights when you see that they would most appropriately add a dimension to discussion.

Ten Weekly “Thesis-Response” Pieces. 30%. These should be of 400-600 words and posted on Blackboard by at least 2 p.m. each day of class. Please arrive at class having digested and reflected upon the material. I won’t read or count these if you submit them after class.

This assignment asks you to do two things: 1) In the first paragraph state through paraphrase the author's major conclusions or thesis. Common sense hints: to identify these arguments, survey first the Introductions, Conclusions, Epilogues, historiographical footnotes, and summary sections that you find embedded in chapters. Once you know what arguments the author is making, you will more easily discern details and evidence (or the lack thereof) that are especially relevant to their conclusions. 2) In subsequent paragraphs, please respond with your own critical evaluations. Please don't summarize in detail. Does the author's evidence bear out his or her conclusions, or in fact do certain pieces of evidence or narrative point to different conclusions or emphases? NB: Criticism of what an author should have looked at frequently obscures how they have interpreted what they did look at. Make analytical points, and always illustrate with a concrete example and page citation. Grading scale: A, B, C and N/C (no credit).

Two Coherent Historiographical Essays. 30%. 8 page essays that survey common issues and compare scholarly methods and conclusions across several studies. Each essay will grapple with at least one extra book and a few related scholarly articles. By all means synthesize more formally your insights gained from assigned readings. But at least half of each paper must assess and compare supplemental and not assigned readings. As with your weekly readings, you may use book reviews (which are available online or through the Infotrac links on each book’s Jackson Library page). Historiographical reviews, such as those assigned for the first class can be helpful. But since these reviews do not reflect primary research, you should not pull them in for substantive treatment. Use them to help you structure the big picture and formulate questions about monographs and articles you are evaluating. If you echo a reviewer’s point, you must cite it. You certainly should paraphrase and not quote it, and I need to see a greater level of depth in your analysis.

What do I mean by “coherent historiographical essays”? Basically you want to set up a limited number of related issues and pose central questions in the first paragraph. These should be questions that you find compelling, and will be common questions addressed by different authors in different ways. What you want to avoid at all costs is a seriatim summary of each reading. If you do so, your essay will hop around, feel clunky, and lack logical development. Common sense hint: If you don't see good transitions between your paragraphs, you know you've got a problem with development and coherence.

Deadlines: I will not impose overly rigid deadlines, but these essays must be submitted in a timely fashion in a way that contributes to the class’ understanding. As a rule, I would like these papers handed in during the week when they are most relevant. For example, if you are writing about Cold War civil rights, shoot for the week of September 8: Black power: October 20, and so on. Please give me one before mid-October and one before December 7.

Grading Scale: A+: 98-100; A: 93-97; 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: 59 and lower.
NB: I have a HUGE and ever growing bibliography of materials which I will post on Blackboard as the weeks roll around. But by all means you should confer with me about the shape and direction of your specialized inquiry.

**SCHEDULE OF MEETINGS**

[NB: Management reserves the right of substitution in the case of articles! Look for updated versions on blackboard of suggested materials for reports and historiographical essays.]

8/25: Introductions

9/1: Overview of the Rights Revolution and Historiographical Controversies


9/8: Hot War/Cold War: Legacies of the 1940s


Risa Lauren Goluboff, "'We Live's in a Free House Such as It Is': Class and the Creation of Modern Civil Rights.," *University of Pennsylvania Law Review* 151, no. 6: 1977-2018. (40)
Report:


9/15: School Desegregation – *Brown on the Ground*

Brian J. Daugherity, and Charles C. Bolton, *With All Deliberate Speed : Implementing Brown V. Board of Education* (Fayetteville, 2008)


Reports:


Reports:


9/29: Civil Rights and Economic Justice, and Martin Luther King Jr. and the Movement


Report:
10/6: Mexican-Americans -- from the Politics of Assimilation to the Politics of Immigrant Rights


**Reports:**

10/13: Grass Roots (1): Gender, Race, and Class in Philadelphia and New York


**Reports:** TBA

10/20: Grass Roots (2) Civil Rights and Black Power in a Deep South County


**Report:**

10/27: Grass Roots (3) The War on Poverty in North Carolina

Robert Rodgers Korstad, James L. Leloudis, and Billy E. Barnes, *To Right These Wrongs: The North Carolina Fund and the Battle to End Poverty and Inequality in 1960s America* (Chapel Hill, 2010)

**Reports:**

11/3: Class, Race, and "Sisterhood" -- New Interpretations of "Feminisms" in Parallel and Coalition


Reports:


11/10: Strange Ironies in Affirmative Action History

Skrentny, Minority Rights Revolution, finish


Reports: TBA

11/17: The Politics of Crime and the Prisoners’ Rights Movement

Michael W. Flamm, Law and Order: Street Crime, Civil Unrest, and the Crisis of Liberalism in the 1960s (New York, 2005)


Reports: TBA

12/1: Whiteness and White Rights – Homeowners and Anti-bussers


Report: