

**History 511A (Fall 2001) Seminar in American History**  
**Urban Social Change in America 1940-1980:**  
**Race, Poverty, Politics and Social Conflict**

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**M, 3:30-6:20**

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UNC

This seminar will explore a number of historical factors that converged to produce the postwar “urban crisis,” a crisis of racial, economic, political and geographic inequality that was most visible during the widespread violent racial confrontations of the 1960s. We will also examine urban activism (nonviolent and violent) on both sides of the black-white color line, to understand the roles that organized protest and resistance played in changing or reinforcing structures of urban inequality and segregation that persist to this day. Of course Americans have always lived in a multi-racial, multi-ethnic society, but for the purposes of coherence and focus we will, for the most part, limit ourselves in this seminar to the black-white dimensions of the urban crisis. Our terrain covers a broad range of issues: civil rights, jobs, housing and school segregation, welfare rights, suburban growth and inner city economic decline, neighborhood transition and “defended urban neighborhoods,” city politics, federal urban and antipoverty policy, the role of “riot commissions” and of the mass media in defining the challenges of racial and economic justice.

The main purpose of this course is to advance your skills of research and writing through the phased production of a research paper, so there will be no common readings beyond the first month or so. You must have an approved project description and annotated working bibliography by September 28. This class is intended to be on a higher level and more difficult than reading courses even at the 500 level, since for many of you, it involves developing new skills. I am here to help with this process and there are many guidebooks and web sites on the research process that you may consult. I will place one or two on hard copy reserve. If for any reason you feel yourself in trouble by early October you must see me. I hope nobody does this, but I remind you that the last day to drop the class without academic penalty is October 12. I fear that if you are working a job and taking a heavy course load to finish your degree you are courting burn out or worse. It has happened, so I wanted to mention it up front.

We will begin by examining the strengths and limitations of two path-breaking books on urban social and racial change. We will pay special attention to how each historian uses sources to construct explanations, and how those sources may have shaped the kind of history they wrote. Tom Sugrue’s study of Detroit takes what I would call an “ecological” approach to change, attempting to define the “big picture,” the mixture of structural change and human agency that produced the deadliest episode of urban violence of the 1960s. George Lipsitz’s biography of St. Louis activist Ivory is based on

oral history. It starts from the “bottom up” perspective of a life-long activist in CORE and the War on Poverty. The biography explores the possibilities, tensions and limits of protest and community organizing in the big city.

In the first weeks, you will each be expected to review for the class one of Jackson Library’s microfilm or other document collections that will provide the primary sources for most of this seminar’s topics. Sign up list next week.

Then on September 17 and 24, we will have discussions on four main issue areas. There will be shorter scholarly readings and primary documents that the class will consider. Each of you will need to prepare for only two of the topics, though we all will be present and you should ask questions and indeed, feel free to do all the reading. These may change a bit as I get a sense of the interests of the class.

**Southern Urban Desegregation and Political Change, 1940s-1970s**  
**Mass Media and Mass Protest in the 1960s**  
**Urban Rebellions, Riot Commissions, and Congressional Investigations, 1964-70**  
**Grass Roots Organizing Traditions – Men and Women**

By mid-September at least I will have for you a more detailed list of researchable topics within these boundaries. If your preliminary discussion and project descriptions are not substantial and persuasive, if in my judgement you do not have a *researchable* and *manageable*, topic I will ask you to select one from the list. You are strongly encouraged to do this anyway. The seminar will then divide into “affinity groups” along lines of research interests. **A note on topics:** I am exercising tighter control over class research topics than I have in the past, to minimize the risk that you pursue a topic NOT locally researchable or a topic with which I am not familiar enough to guide you in researching. This has happened in the past with unfortunate results. I also believe that the group learning process will be enhanced if we all can focus on common issues. So please, **do not propose a topic outside the boundaries of this class.**

This class has a strong collaborative dimension, though we do not meet every week. Attendance is mandatory (more than one unexcused absence will result in my lowering your grade by 1/2 of a letter for each session missed – excuses are limited to medical or family emergency, NOT work obligations or extra-curricular conflicts). So is participation: in discussions and in peer review of each other’s topic discussions, project descriptions, bibliographies, outlines, evidence samples, and your affinity group’s first drafts. The best critiques mix searching challenges (questions, counter-arguments) with appreciation (since who wants to hear only what is lacking in their efforts?).

I strongly urge you to keep a research log or notebook separate from their research notes, proposals, bibliographies, and drafts. This is where you will informally and privately record your questions, working hypotheses, analytic problems, frustrations and flashes of insight at three in the morning. If you make it an almost daily practice of freely writing down your thoughts, this notebook will be the most valuable research tool you have. I promise!

## **Course Requirements:**

**Required Reading:** (Books available in UNCG bookstore and Amazon.com for less)

Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton: Princeton University Press, 1996

George Lipsitz, *A Life in the Struggle: Ivory Perry and the Culture of Opposition*. Philadelphia: Temple University Press, 1988, rev. ed. 1995.

Short readings on 4 issue areas available from Jackson Library's Electronic Reserves system. Explanations and readings later.

**Short informal writing assignments:** 10%. The 2 book reaction papers (2 pp. undergraduates; 3 pp. graduates – see instructions for the week), 1 microfilm collection review (2-3 pp.).

**Class Citizenship:** 10%. Discussion participation, 1-2 page peer reviews of drafts in your affinity group.

**Research process** 20%.

**Email to the entire class 1-4. Email or share with your affinity group 5-7.**

1. Preliminary discussion of topic, due September 21.
2. Project description, 2 pp. with attached annotated bibliography of primary and secondary sources, due September 28
3. Literature review, 2-3 pp., due October 12 for Discussion October 15.
4. Outline of your paper with a one-paragraph working thesis at beginning: NOT a restatement of your topic and questions, but a preliminary stab at your FINDINGS, due November 8 for discussion November 12.
5. First Draft, a well structured, developed, documented argument with an introduction and conclusion – not a ROUGH draft, due for peer review November 26.
6. Peer Reviews (1 page minimum) due November 29. These should involve substantive criticism and praise, as specific as you can be. This should involve rigorous challenge within the context of collegiality. Discussion of drafts and reviews December 3.
7. Plan of revision, incorporating criticisms of the professor and peer reviewers, due December 6.

**Final paper: 60%** (17-20 pp. for undergraduates; 24-28 pp. for graduates). Due December 17, 5:00 PM. No extensions, no exceptions. Early is nice.

As a favor, as much as possible, try to **print out for me** this work and put it in my box in McIver 220, to save the strain on the 2 departmental laser printers.

## **SCHEDULE OF MEETINGS AND ASSIGNMENTS**

### **Week 1 (8/20) Introductions**

An introduction to the course goals and to each other.

History department survey forms. Short essay introductions for me and each other: background, interests, previous academic exposure to these issues.

*“All knowledge is revision or refutation of previous assumptions and ideas.”*

--Tom Jackson, paraphrasing William James

What produced the urban ghettos of the twentieth century, and how did they change between World War II and 1970?

What were the effects of black activism, white resistance and government policy on the separation of races and classes in the cities?

We will then visit the Bryan 212 computer lab for an introduction to finding sources in Jackson Library and elsewhere.

## **Week 2 (8/27) Interpretation and Sources – The Urban Ecology of Race and Class: Work, Housing, Politics and the Shifting Color Line**

Read Sugrue, *Origins of the Urban Crisis*

**Reaction Papers** are due by noon, in my box or as email attachments (2pp. for undergraduates; 3 pp. for graduates): What are Sugrue’s three main points in this book? For one of his points, examine his footnotes and how he uses his sources.

**Discussion Questions:** According to Sugrue, what had been the most powerful social forces and public policies that shaped the racial and economic geography of Detroit by the 1960s? How effective was the activism of the UAW, the NAACP, the National Urban League and others in meeting the challenges of economic change and white racial politics? What motivated whites in resisting public housing especially? How did popular white movements shape the politics of Detroit? How does this hidden history of Detroit revise our picture of racial strains in the New Deal political coalition? What does Sugrue’s methodology capture and leave out?

**Sign ups for the review of microfilm and other collections.**

## **Week 3 (September 3) Labor Day, No class**

**September 4 Assignment Due:** Write a 2-3 page summary and review of one of the Jackson Library’s primary source microfilm collections (or the document collection on King and the Civil Rights Movement) listed below. Give the full citation and location. Indicate the scope of the collection, the nature of the records it contains, and two or three of the most interesting questions that occur to you as you review the reel guide. Spend a half-hour with one especially interesting reel and report on what you found. Email your review to everyone on the class list by Tuesday September 4. **TRY TO FIND A MORE THOROUGH DESCRIPTION ON THE INTERNET THAN THAT CONTAINED ON JACKSON LIBRARY’S WEB SITE AND INCLUDE THE URL(S) IN YOUR REVIEW.**

#### **Week 4 (September 10) Discussion: *A Life in the Struggle: Ivory Perry and the Culture of Opposition***

**Reaction papers (2 pp. for undergrads; 3 pp. for grads):** Lipsitz's main sources are oral histories. How has this shaped his account? How does the city look from this angle? What sources does he use to put this life in the context of "the struggle" and "culture of opposition?" (Give special attention to the chapters on the War on Poverty, rent strikes, lead poisoning campaign).

#### **Further Lipsitz Discussion Questions:**

This book captures well several trends in recent historiography: the importance of local organizing; the long-range context of "the black freedom movement" into which "civil rights" activism of the 1950s and 1960s should be placed; attention to Northern urban movements; attention to a range of community and economic issues beyond desegregation and voting rights. How did the example of Ivory Perry's civil rights activism change your understanding of the origins and main achievements of civil rights protest? At what points does Perry's biography touch the "collective memory" of African American resistance and the collective institutions of the black community? How realistic were black hopes to win civil rights through loyalty to "Cold War Americanism" during the Korean War? Assess the nature of the coalitions that won civil rights victories in Bogalusa and St. Louis. How were economic issues bound up with issues of civil rights in these contexts? How did the lessons and assumptions of civil rights activism carry over into Perry's antipoverty work and community organization? How did Perry understand the relationship between class and race in the "post-industrial" city? Is the boundary line between Ivory Perry (subject) and George Lipsitz (biographer) always clear?

#### **Week 5 (September 17) Southern Desegregation – Media and Mass Protest**

Each week, either one or the other is required. Those of you willing to do both will earn 2 extra points on participation (which could make the difference between a B+ and A-). Email to the class 1 pp. single space reader responses (questions, insights, reflections on methodology) on either one (2 of these if you are doing extra credit):

##### **1. Southern Urban Desegregation, 1940s-1970s**

Eagles, Charles W. "Toward New Histories of the Civil Rights Era." *Journal of Southern History* 66, no. 4 (2000): 815-48. Ereserves. Recent overview of historiography with research suggestions.

Chafe, William. *Civilities and Civil Rights: Greensboro, North Carolina and the Black Struggle for Freedom*. New York: Oxford University Press, 1980, chs. 4-5, pp. 102-151. Ereserves. Entire book on hard copy reserve. Essential for anyone interested in Greensboro from the 1940s through the 1970s.

**Recommended: Too numerous to mention – Bibliography to follow.**

## 2. Mass Media and Mass Protest in the 1960s

The following 2 articles can be found together on Ereserves under *Race and the News Media*, selections [entire book is on hard copy reserve]:

Poston, Ted. "The American Negro and Newspaper Myths." In *Race and the News Media*, edited by Paul L. Fisher and Ralph L. Lowenstein, 63-72: Anti-Defamation League of B'nai B'rith, 1967. Ereserves.

Moon, Henry Lee. "Beyond Objectivity: The "Fighting" Press." In *Race and the News Media*, edited by Paul L. Fisher and Ralph L. Lowenstein, 133-40: Anti-Defamation League of B'nai B'rith, 1967. Ereserves.

Lisa Levenstein, "From Innocent Children to Unwanted Migrants and Unwed Moms: Two Chapters in the Public Discourse on Welfare in the United States, 1960-1961," *Journal of Women's History* 11.4 (2000) 10-33. Through Jackson Library's electronic journals link to "Project Muse" under "Full Text Resources" or directly at [http://muse.jhu.edu/journals/journal\\_of\\_womens\\_history/v011/11.4levenstein.html](http://muse.jhu.edu/journals/journal_of_womens_history/v011/11.4levenstein.html) from a networked computer (not accessible outside UNCG network, because it is a subscription service).

Thomas Jackson, "Power to Poor People: Civil, Political and Economic Rights in the Poor People's March, 1967-68," Paper presented to New York University International Center for Advanced Studies, November 1999. Ereserves. Useful both for understanding King's commitment to economic justice and the extent of his frustrations with news coverage.

### Highly recommended:

Fisher, Paul L., and Ralph L. Lowenstein, eds. *Race and the News Media*. New York: Praeger, 1967. Papers and summaries of discussion sessions of the conference sponsored by the Freedom of Information Center of the University of Missouri and the Anti-Defamation League of B'nai B'rith, 1965.

Garrow, David J. *Protest at Selma: Martin Luther King, Jr. And the Voting Rights Act of 1965*. New Haven: Yale University Press, 1979. Dense consideration of how the pictures of repression in Selma swayed key Congressmen as they debated voting rights.

Gitlin, Todd. *The Whole World Is Watching: Mass Media in the Making and Unmaking of the New Left*. Berkeley: University of California Press, 1980. On hard copy reserve for this course. Anybody considering a media-related topic should absorb enough of this book to get a sense of his analytic framework and one or two examples of his methodology.

Lentz, Richard. *Symbols, the News Magazines, and Martin Luther King*. Baton Rouge: LSU Press, 1990. Workmanlike but often plodding comparison of how King was filtered through 3 national newsweeklies.

**September 21:** Preliminary discussion of ideas for your topic (2 paragraphs) emailed to the class.

**Week 6 (September 24) Urban Rebellions and Riot Commissions AND/OR Grass Roots Organizing Traditions**

## **1. Urban Rebellions, Riot Commissions, and Congressional Investigations, 1964-70**

National Advisory Commission on Civil Disorders. *Report*. New York: The New York Times Co., 1968, pp. 1-29, 128-150.

U.S. Commission on Civil Rights, *A Time to Listen, A Time to Act: Voices from the Ghettos of the Nation's Cities*. Washington, D.C.: GPO, 1967, pp. 5-9, 81-87.

Kopkind, Andrew. "White on Black: The Riot Commission and the Rhetoric of Reform." In *Cities under Siege*, edited by David Boesel and Peter H. Rossi, 226-59. New York: Basic Books, 1971.

Ryan, William. *Blaming the Victim*. New York: Vintage, 1971, ch. 9 "Counting Black Bodies."

### **Highly Recommended:**

Bloom, Jack M. *Class, Race and the Civil Rights Movement*. Bloomington: Indiana University Press, 1987. Chapter on riots a valuable introduction to the literature.

Davies, Gareth. *From Opportunity to Entitlement: The Transformation and Decline of Great Society Liberalism*. Lawrence: University Press of Kansas, 1996. Oversimplified and tendentious, a neo-conservative critique which still usefully discusses the contradiction between Lindsay's catch-all explanation of "white racism" and the Commission's actual multi-causal explanation for poverty.

Herman, Ellen. *The Romance of American Psychology: Political Culture in the Age of Experts*. Berkeley: University of California Press, 1995. Discusses how the Commission's research agenda was based on social psychological explanations of "frustration-aggression."

## **2. Grass Roots Organizing Traditions – Men and Women**

Fisher, Robert. *Let the People Decide: Neighborhood Organizing in America*. Updated ed. New York: Twayne Publishers, 1994. Ch. 4. "The Neighborhood Organizing 'Revolution' of the 1960s." Ereserves.

Naples, Nancy A. *Grassroots Warriors: Activist Mothering, Community Work, and the War on Poverty*. New York: Routledge, 1998. Ch. 2, "Contradictions of New Careers," in Part II: The U.S. War on Poverty.

### **Highly Recommended:**

Crawford, Vicki L., Jacqueline Anne Rouse, and Barbara Woods. *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965*. Bloomington: Indiana University Press, 1993. Important collection of essays on various activist women.

Payne, Charles M. *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. Berkeley: University of California Press, 1995.

**September 28: 2 page project description and 1 page bibliography of primary and secondary sources is due.** State your working hypotheses or tentative claims (you may well come to reject these in the process of research, but it will be valuable to state them as clearly as possible now). List your main primary and secondary sources, briefly noting their main strengths and limitations. Email to the professor and to everyone else in the class.

**Week 7 (October 1) No Class: Individual Conferences**

**Week 8 (October 8: Fall Break) No class –RESEARCH and Conferences**

**October 12: 2-3 pp. literature review** emailed to the class in which you describe how your research project relates to 3 major secondary sources on the subject. This will call upon skills of strategic reading developed earlier. Be on time since we discuss these Monday.

**Week 9 (October 15) Discussion of Literature Reviews and Ongoing Research**

**Week 10 (October 22) No class -- CONFERENCES – BY APPOINTMENT**

**Week 11 (October 29) No class – CONFERENCES – BY APPOINTMENT**

**Week 12 (November 5) Affinity Group meetings and General Discussion**

Bring to class one document or source that either 1) has proven especially challenging to interpret, or 2) clinches a key element of your argument. Xerox a copy or everyone or make a transparency (Adrian in the History department office will help you with this).

**November 8: Outline of your paper with a one-paragraph working thesis at beginning: NOT a restatement of your topic and questions, but a preliminary stab at your FINDINGS**

**Week 13 (November 12) Class, Conferences or Informal Affinity Group Meetings?**

**Week 14 (November 19) No class – Drafting First Drafts**

**Week 15 (November 26) First Drafts Due at Noon – Presentation of Your Findings**

**November 29: One Page Peer Reviews of Two Papers in Your Affinity Group.** Email these to me and to everyone in your affinity group. I will respond to drafts by email and hold conferences as needed.

**Week 16 (December 3) Discussion of drafts and peer reviews**

**December 6: One page plan of revision in accordance with peer and professor feedback. Email or deliver to me and your affinity group.**

**Week 17 (December 10) Final Reports on New Discoveries and Shape of Final Argument**

**Monday December 17 Final Papers Due – ABSOLUTELY No Extensions**

**Notes on research methods and sources:**

### **The rudiments of research:**

Be sure you have read librarian Kathy Crowe's introduction to finding primary sources in history:

<http://library.uncg.edu/depts/ref/handouts/primary.html#jackson>

Also useful is the Library of Congress's American Memory Project introduction to "Historian's Sources" -- guidelines for reading various kinds of primary sources. Go to <http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/pshome.html> and click on Student lesson: (skip the Mindwalk activity, 1.a.).

### **I will place a few guides to research on hard copy reserve in the library:**

Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams. *The craft of research* Chicago : University of Chicago Press, c1995.

Jules R. Benjamin. *A student's guide to history* New York : St. Martin's Press, c1983. A good on-line synopsis of this book is available at "A STUDENT'S ONLINE GUIDE TO HISTORY" by Jules Benjamin, <http://www.bedfordstmartins.com/history/benjamin/>

Brenda Spatt, *Writing from Sources* 4<sup>th</sup> ed. St. Martin's 1996.

As I emailed to some of you, if you lack basic exposure to these issues you may want to refer to the better surveys of the movement:

*Race, Reform and Rebellion*, by Manning Marable

*Freedom Bound* by Robert Weisbrot

*The Struggle for Black Equality* by Harvard Sitkoff

*Race, Class and the Civil Rights Movement* by Jack Bloom, (especially if you are interested in black power and the urban revolts of the 1960s read that chapter on the topic).

*To Redeem the Soul of America* by Adam Fairclough is an essential introduction to King's and the SCLC's major campaigns (Montgomery, Albany, Birmingham, Chicago, Memphis, Marches on Washington).

### **There is a brand new reference work available in Jackson Library:**

*Civil rights in the United States* / edited by Waldo E. Martin, Jr. and Patricia Sullivan. New York : Macmillan Reference USA, c2000. Reference Room: E184.A1 C47 2000

### **History Microform Sets (and Other Materials) in Jackson Library**

#### **Select One for Review to email to the class on September 4**

(This is my updated and selected version of the Library's guide at

<http://library.uncg.edu/depts/ref/bibs/micrhis.html>

The reel guides and reels are all located on the second floor in Government Documents.

Film 4437 *The Bayard Rustin Papers*. 23 reels. Reel Guide: Docs E185 .R90 A3.

Rustin organized the 1963 March on Washington and this is an essential collection for understanding the planning and multiple meanings of the march.

Film 4488 *Centers of the Southern Struggle: FBI Files on Selma, Memphis, Montgomery, Albany, and St. Augustine*. 21 reels. Reel Guide: Docs E185.61 C440 1988.

Essential supplements to any studies of King's and SCLC's local campaigns.

Film 5095 *Civil Rights During the Kennedy Administration*. 47 reels. Reel Guide: Docs E185.615 .C58450

Film 3832 *Civil Rights During the Johnson Administration: A Collection from the Holdings of the Lyndon Baines Johnson Library*. Reel Guide: Docs E185.615 .G840.

I expect a few of you will be working in Part V: Records of the National Advisory Commission on Civil Disorders.

Film 5157 *The war on poverty, 1964-1968 [microform], Part 1 / edited by Mark I. Gelfand, associate editor, Robert E. Lester*. Reel Guide: HC110.P63 W380 1986

Look for information on the URBAN aspects of the War on Poverty, how it responded to the urban rebellions, etc.

Film 4494 *Congress of Racial Equality Papers, 1959-1976. Part 2; Part 3 Series A, B, and C*. 80 reels. Reel Guide: Docs E185.61 .C75470.

Film 5156 *The Papers of the Congress of Racial Equality. Addendum, 1944-1968*

Film 5091 *The Martin Luther King, Jr. FBI File*. 16 reels. Reel Guide: Docs E185.97 .K5 M3350 Part 2: *King-Levison* File (verbatim transcripts) are now in Gov. Docs.

[Research on King should be supplemented by borrowing reels from the SCLC Papers at Duke]

Film 4489 *Papers of A. Philip Randolph*. 35 reels. Reel Guide: E185.97 .R27 A3 1990. African American trade unionist responsible for the March on Washington Movement in 1941 and [Research on Randolph could be supplemented by borrowing reels from Brotherhood of Sleeping Car Porters Papers at UNC-CH]

Film 3833 *Papers of the NAACP*. 28 reels. Reel Guide: Docs E185.61 .N23 1982.

Film 4991 *The Papers of W.E.B. Du Bois, 1803 (1877-1963) 1965*. 89 reels. Reel guide: Docs E185.97.D73 M3901986.

Film 4941 *The Southern Regional Council Papers, 1944-1968*. 225 reels. Reel guide: Docs E185.5.S730 1984.

Film 4992 *Student Nonviolent Coordinating Committee Papers, 1959-1972*. 73 reels. Reel Guide: Docs E185.61.S91550 1982b.

Film 4938 The Tuskegee Institute News Clippings File. 252 reels. Reel guide at the beginning of reel 1.

Review also the movement journals *Southern Patriot* published by the Southern Conference Educational Fund, and *Freedomways*.

### **Review also**

Title search: **Martin Luther King, Jr. and the Civil Rights Movement** for the David Garrow collection of primary and secondary sources on King and the movement. We have the volumes on Montgomery (1956), Atlanta (1961), Birmingham (1963), St. Augustine (1964), Chicago, (1966) and Memphis (1968).

### **RESOURCES OUTSIDE UNCG:**

**Duke's John Hope Franklin Research Center** has many newspaper and microfilm collections not found in Jackson Library. Reel guides and reels can be borrowed through Interlibrary Loan. See <http://scriptorium.lib.duke.edu/franklin/FCGuide.html>  
Duke's online catalogue is at [http://www.lib.duke.edu/online\\_catalog.html](http://www.lib.duke.edu/online_catalog.html)

Retrieving African American Women's History:

Manuscript Sources at the Special Collections Library, Duke University

<http://scriptorium.lib.duke.edu/women/afroamer.html>

The African American Resources Collection consists of materials gathered by North Carolina Central University and made available through the Manuscripts Department, UNC-CH.

<http://www.lib.unc.edu/mss/nccu.html>

### **Microfilm Resources:**

*Records of the Brotherhood of Sleeping Car Porters, 1925-1969.* M6748.

*Papers of the NAACP.* [Complete} M5100s. Part 21

*Records of the Southern Christian Leadership Conference, 1954-1970.* M7190.

### **Oral History Collections:**

*Bedford-Stuyvesant Community Cooperative Audio Tapes, 1966-1967.* 37 items.

*Behind the Veil: Documenting African American Life in the Jim Crow South, 1993-1995.* 3000 items.

*William Chafe Oral History Collection, 1970.* ca. 127 items. Transcripts and tapes for Chafe's book on Greensboro.

*Duke University Oral History Project Papers, 1973-1978.* ca. 600 items.

The approximately 600 audiotapes and transcripts comprising the collection contain interviews relating to the civil rights movement in North Carolina during the 1950s and 1960s. The freedom struggles in Durham and Chapel Hill, North Carolina are especially well documented.

**Chapel Hill Library:** <http://www.lib.unc.edu/mss/>

UNC Chapel Hill Southern Oral History Collection:

<http://www.lib.unc.edu/mss/inv.html>

Search on "civil rights" revealed a number of those from the next link, and the North Carolina War on Poverty agency, the North Carolina Fund papers:

[http://www.lib.unc.edu/mss/inv/n/North\\_Carolina\\_Fund/](http://www.lib.unc.edu/mss/inv/n/North_Carolina_Fund/)

### **Microfilm Collections at UNC**

*Cointelpro and Malcolm X: FBI Surveillance File*

*President Truman's Committee on Civil Rights*

### **Miscellaneous Research Web Sites:**

Guide to African American Documentary Sources in North Carolina, Timothy D. Pyatt, Editor

<http://www.upress.virginia.edu/epub/pyatt/PyaAfro2.html>

See the Greensboro links: Greensboro collections are not particularly rich, but the oral histories of the 1960 sit-ins downtown and the Willa Player Papers at Bennett College seem worth exploring.

FINALLY FOR FUN AND INTEREST A PHOTOGRAPHIC TOUR OF CIVIL RIGHTS SITES:

<http://www.cr.nps.gov/nr/travel/civilrights/>

FINALLY: You may want to view some of these excellent documentaries on your topic: I will screen a couple during class. **Titles in Bold are recommended and relevant especially to this class.**

### ***EYES ON THE PRIZE EPISODES***

#### ***Eyes on the Prize I***

***Awakenings (1954-56).*** The Emmett Till case and the **Montgomery bus boycott.**

*Fighting Back (1957-62).* School desegregation, from *Brown v. Board* to Ole' Miss.

***Ain't Scared of Your Jails (1960-1961).*** Student sit-ins and freedom rides.

***No Easy Walk (1962-63).*** Albany, Birmingham and the March on Washington.

*Mississippi: Is this America? (1962-1964).* Voter registration, the MFDP.

*Bridge to Freedom (1965).* Selma and the Voting Rights Act.

#### ***Eyes on the Prize II: America at the Racial Crossroads, 1965-1985***

***The Time Has Come (1964-1966).*** Malcolm X and Black Power.

***Two Societies (1965-1968).*** Chicago Freedom Movement and Detroit Rebellion.

***Power! (1966-1968).*** (too many issues make this one lacking in depth, I think).

***The Promised Land (1967-1968)*** King's antiwar stand and crusade for economic justice in the Poor People's March on Washington.

*Ain't Gonna Shuffle No More (1964-1972)* Muhammad Ali and the Gary Convention.

***A Nation of Law? (1968-1971).*** Repression of the Panthers and the Attica Prison riot.

***Keys to the Kingdom (1974-1980).*** Busing in Boston; Affirmative Action in Atlanta.

*Back to the Movement (1979-mid-1980's).* Miami revolt; election of Harold Washington in Chicago.