

## HOTCUS Inclusive Curriculum Competition

# Minorities in the Twentieth-Century United States

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The content provided here is made available to students on the module via our virtual learning environment (VLE). As such, preview videos and other interactive external content have been replaced by hyperlinks. Internal links (such as hyperlinks to the university library) have been removed.

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## Module Rationale

In recent years, calls to diversify History departments and curricula, in order to create a more inclusive and equitable learning environment, have significantly increased in volume. In particular, the underrepresentation of Black and Minority Ethnic voices and experiences has been clearly emphasised.<sup>1</sup> In response, like so many other historians across the sector, I have looked more closely at my own teaching and learning materials to see how I could make them more inclusive. Having undertaken research into African-American history, particularly relating to Republican Party politics and lynching in the early-twentieth century, my first thought was to create a module exploring this subject matter. However, upon reflection, I felt I should seize the opportunity to go further than this, even if it meant building up additional expertise outside of my traditional research areas. As a result, I elected to design a module that addressed the experiences of numerous marginalised minority groups, considering a range of different factors, such as ethnicity, religion, and sexuality.

Changing teaching subject matter can, of course, only ever go a small way to making History at university more inclusive. So it was important to try and take inclusivity further in a number of other ways. Firstly, I was keen to include more diverse resources when considering both the primary and secondary materials we explored on the module. My aim was to represent a diverse range of scholars in the reading list, and highlight this diversity further through a “featured authors” page. In addition to this, I also wanted to ensure we explored the words and thoughts of representatives from the minority groups under consideration. To achieve this, in addition to weekly interactive lectures and small-group seminars (focused on a specific set reading), I ran online discussions where students could reflect upon the thoughts and words of specific spokespeople and civil rights activists (which were set each week, and varied in format from magazine articles to TV interviews).

Furthermore, I also wanted to incorporate varied and inclusive assessment methods. In my other modules, some students felt that their work preparing for and participating in class was overlooked, or that online participation was fruitless as only a select few engaged. Therefore, this module was designed with these concerns clearly in mind: giving far more attention to, and reward for, regular student engagement and participation, both in class and online. Alongside content and resources, more diverse methods of assessment are central to creating a fair and inclusive learning environment.<sup>2</sup>

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<sup>1</sup> Royal Historical Society, *Race, Ethnicity & Equality Report in UK History: A Report and Resource for Change* (London: Royal Historical Society, 2018), [https://files.royalhistsoc.org/wp-content/uploads/2018/10/17205337/RHS\\_race\\_report\\_EMBARGO\\_0001\\_18Oct.pdf](https://files.royalhistsoc.org/wp-content/uploads/2018/10/17205337/RHS_race_report_EMBARGO_0001_18Oct.pdf)

<sup>2</sup> S. Grace and P. Gravestock, *Inclusion and Diversity: Meeting the Needs of All Students* (Abingdon: Routledge, 2009), p. 185.

In the end, the module used four methods of assessment:

1. SEMINAR PARTICIPATION (10%): To encourage participation in seminars, and help students feel there was a clear benefit to engaging, I allotted a portion of the module grade for participating in small/whole group discussions based on set readings. I kept a record of student participation (based on circulating around the groups, and student questions and comments), and students recorded their own reflections on their participation using the same assessment criteria as me. Importantly, the self-assessment forms allowed students to understand and consider the marking criteria and how they were being assessed.

2. ONLINE REFLECTION (20%): To encourage weekly engagement with online content, I set primary source materials (written by, or including testimony from, members of the minority group being explored that week), and asked students to write their reflections on these materials on weekly online discussion boards. By assigning a portion of the overall mark to this exercise, participation rates and quality remained very high.

3. PRESENTATION (20%): In order to make fairly traditional individual presentations more inclusive, I added a peer-assessment element to the overall grade. Every student was given the same feedback sheet that I used and asked to grade and comment upon the same criteria. The students' grades were then collated and averaged, amounting to 5% of the grade given for the presentation, with my grade making up the remaining 15%.

4. ESSAY (50%): The essay task, which made up the final 50% of the module grade, tasked students with comparing and contrasting two civil rights activists (from different minority groups explored on the module) using a mixture of primary and secondary materials.

With due consideration given to subject content, learning/source materials, and assessment methods, this module helps to address some of the many challenges we face in attempting to create more diverse and inclusive History curricula in universities.

# Minorities in the Twentieth-Century United States



[https://en.wikipedia.org/wiki/Lyndon\\_B.\\_Johnson#/media/File:Lyndon\\_Johnson\\_meeting\\_with\\_civil\\_rights\\_leaders.jpg](https://en.wikipedia.org/wiki/Lyndon_B._Johnson#/media/File:Lyndon_Johnson_meeting_with_civil_rights_leaders.jpg)

Module Leader: Adam Burns

Below is a breakdown of the topics that lectures and seminars will focus upon each week - the bullet-points below link to the relevant weeks' VLE pages:

- [Week 1 - The Changing Face of a Nation before 1900](#)
- [Week 2 - Native Americans](#)
- [Week 3 - African Americans, Part I: The Road to \*Brown v. Board of Education\*](#)
- [Week 4 - Asian Americans](#)
- [Week 5 - Catholics, Mormons and Jews in the United States](#)
- [Week 6 - African Americans, Part II: The Civil Rights Era](#)
- [Week 7 - LGBT Rights](#)
- [Week 8 - Hispanic Americans](#)
- [Week 9 - American Muslims](#)
- [Week 10 - African Americans, Part III: From the Ballot Box to the White House](#)
- [Week 11 - The Obama Presidency and Minority Rights](#)
- [Week 12 - Donald Trump and the Future of Minorities in America](#)

Useful Links:

[Featured Authors \(explore who writes the history\)](#)

[Reading List \(Leganto\)](#)

[Primary Source Ideas \(online resource links\)](#)

## Assessment Information

### **1. Participation (made up of three distinct parts, see below) LOs 1, 2 & 4 – Total 50%**

#### Part I: Overall participation in seminars (10%)

Each week students will be expected to attend seminars having read prescribed materials in advance and arrive ready to discuss and debate those materials and reflect upon issues covered in the preceding lecture. Attendance will be monitored by a formal register and notes will be made regarding the level of student participation during seminars. Each week students will also be asked to complete a self-assessment grid evaluating their level of participation, which will be retained by the module leader. (See Assessment Grid 1, below).

#### Part II: Formal presentation (20%)

All students will give a formal presentation during the module, which will be assessed by both the module leader and the other students taking the module. The module leader's assessment will account for 15% of the final grade for the presentation, with the other 5% being an average of peer assessment. Presentations will be **ten minutes** in length, with a further **five minutes** for questions (**total fifteen minutes**). Presentations will begin in Week 5 of Semester 2 and run until Week 12 of Semester 2. Presentations will take place after the seminars in Weeks 5-12 (but within the regular timeslot). Students will sign up for slots in advance and will present individually. Copies of the relevant marking grids to be used by both the module leader and students are appended below (Assessment Grid 2).

If special circumstances exist, please contact the module leader. It is possible to arrange for a pre-recorded video of your presentation to be shown in front of the group instead.

#### Part III: Overall participation in online discussions (20%)

Each week students will be expected to read/watch/listen to a specified chapter/article/podcast/video and write a short response to this stimulus material. During a specified period each week, the module leader will monitor an online discussion and it is advised that students respond during this period, if possible, in order to maximise the possibility of interaction with the comments of others. During the monitored time period, the module leader will also engage and, on occasion, ask questions to further stimulate discussion. For those unable to participate during the specified monitored period each week, the discussion will remain open for one week and students can continue to post and interact during that time. Comments will be evaluated by the module leader once the week-long period has passed. The module leader will check that each student has made an effort to respond to the stimulus materials and evaluate the quality of their responses.

### **2. Written essay assignment (2,000 words) LOs1, 2 & 3 – Total 50%**

Students will be required to complete one essay that will be submitted at the end of Week 12. The essay should be 2,000 words in length, but this total does *not* include footnotes or bibliography. Essays should be submitted online via Canvas [our VLE] before the deadline and should fall within +/-10% of the required word limit. Each student will complete the following essay task:

“Compare and contrast the tactics employed by two specific civil rights activists (each from a different minority group studied in this module).”

The assessment criteria are listed in Assessment Grid 3 (below).

<b>Assessment Criteria Grids</b>	
<b>Participation (Part I: Seminar Participation)</b>	<b>Weighting – 10%</b>
Reading the required materials in advance	N/A
Arriving adequately prepared to discuss the materials in the seminar	N/A
Contributing to the seminar discussion	N/A
Interacting with others in the seminar (not necessary if extenuating circumstances allow)	N/A
<b>Participation (Part II: Presentation) –</b>	<b>Weighting – 20%</b>
Information was presented clearly	N/A
A “key incident” was clearly outlined and explained (narrative)	N/A
It was clear why the “key incident” was a significant turning point (analysis)	N/A
ONE primary source was discussed in detail and attention was given to its <b>content and context</b> (narrative)	N/A
ONE primary source was discussed in detail and attention was given to its <b>provenance and value/limitations</b> (analysis)	N/A
Questions were dealt with effectively and showed the presenter’s understanding of the topic	N/A
<b>Participation (Part III: Online participation)</b>	<b>Weighting – 20%</b>
Contributions were given on a weekly basis for at least eleven of the twelve weeks	N/A
Stimulus materials were understood and engaged with	N/A
<b>Essay</b>	<b>Weighting – 50%</b>
Organisation of the essay (logical and well structured)	N/A
Shows clear understanding of two key civil rights activists from different minority groups and their context in United States history	N/A
Gives due consideration to different historians’ perspectives of the two key civil rights activists	N/A
Uses primary materials relating to the two key civil rights activists	N/A
Uses accurate spelling, punctuation and grammar	N/A
Correct and consistent use of footnotes and bibliography (Please use <a href="https://www.citethemrightonline.com">https://www.citethemrightonline.com</a> and set reference style to <b>Chicago</b> )	N/A

## Learning Objectives

	<b>Participation</b>	<b>Tick if tested here</b>
LO1	A thorough understanding of continuity and change for minority groups in the twentieth-century United States	√
LO2	An ability to appropriately analyse and contextualise primary and secondary sources	√
LO3	The ability to produce a piece of evaluative written work.	
LO4	Communication skills via an oral presentation.	√

	<b>Essay</b>	<b>Tick if tested here</b>
LO1	A thorough understanding of continuity and change for minority groups in the twentieth-century United States	√
LO2	An ability to appropriately analyse and contextualise primary and secondary sources	√
LO3	The ability to produce a piece of evaluative written work.	√
LO4	Communication skills via an oral presentation.	

**Assessment Grid 1 (Seminar Participation)****To be used by students**

Week:

Student number:

<i>Assessment Criteria</i>	<i>How well do you feel you performed this task? 1 (not well) to 10 (very well)</i>	<i>Comment/example</i>
I read the required materials in advance		
I came adequately prepared to discuss the materials in the seminar		
I contributed to the seminar discussion		
I interacted with others in the seminar		
Overall participation in seminar		
Signed (student)		

*This form will be retained by the module leader and might be provided to the external examiner for reference.*

## Assessment Grid 2 (Presentation Marking Grid)

**To be used by students/staff**

Your task is to prepare a ten-minute presentation and allow five minutes for a question and answer session.

The presentation should focus on a “key incident” during the twentieth century that saw a marked turning point in one minority group’s history. You should briefly contextualise the event, outline the event itself, and – most importantly – assess why it is considered a significant turning point.

Within the presentation you should incorporate the analysis of one primary source (for example, a letter, speech or government document) that is linked to your case study. When considering this source, you should: i) summarise the contents of the source; ii) consider its context; iii) consider its provenance; iv) assess its positive value; v) assess its limitations.

You should allow five additional minutes for questions (leading to a total time of 15 minutes), and your responses will be taken into account when assigning your overall grade.

Use of visual aids (e.g. PowerPoint) will be expected.

Student number:

<i>Assessment Criteria</i>	<i>How well do you feel this criterium was addressed? 1 (not well) to 10 (very well)</i>	<i>Comment/example</i>
Information was presented clearly		
A “key incident” was clearly outlined and explained (narrative)		
It was clear why the “key incident” was a significant turning point (analysis)		
ONE primary source was discussed in detail and attention was given to its <b>content and context</b> (narrative)		
ONE primary source was discussed in detail and attention was given to its <b>provenance and value/limitations</b> (analysis)		
Questions were dealt with effectively and showed the presenter’s understanding of the topic		
Overall score (average)		



**Assessment Grid 3 (Essay)**

**To be used by staff**

<b>Marking Grid</b>							
<b>Criteria</b>	<b>Grade / Percentage</b> <i>***Identify the performance level achieved in each of the assessed criterion.</i>						
	<b>Up to 39</b>	<b>40 - 49</b>	<b>50 - 59</b>	<b>60 - 69</b>	<b>70 - 79</b>	<b>80 - 89</b>	<b>90 – 100</b>
Organisation of the essay (logical and well structured)							
Shows clear understanding of two key civil rights activists from different minority groups and their context in United States history							
Gives due consideration to different historians’ perspectives of the two key civil rights activists							
Uses primary materials relating to the two key civil rights activists							
Uses accurate spelling, punctuation and grammar							
Correct and consistent use of footnotes and bibliography (Please use <a href="https://www.citethemrightonline.com">https://www.citethemrightonline.com</a> and set reference style to <b>Chicago</b> )							

# Week 1 - The Changing Face of a Nation before 1900

*In this first week of the module we will be looking at the situation facing minority groups in the nineteenth century, considering the situation of African Americans, Native Americans, Asian Americans and the various European migrant groups that moved to the United States during that century. The lecture will provide a broad overview of the state of play by 1900; the seminar will focus on immigration and identity; and the online hour will consider the place of African Americans in the nation and what their situation could tell us about the challenges faced by other minority groups in the twentieth century.*



[https://en.wikipedia.org/wiki/Booker\\_T.\\_Washington#/media/File:Tuskegee\\_Institute\\_-\\_faculty.jpg](https://en.wikipedia.org/wiki/Booker_T._Washington#/media/File:Tuskegee_Institute_-_faculty.jpg)

**Lecture Slides** - Week 1 [hyperlink to slides]

## **Seminar Reading**

Seminar participation forms 10% of your overall grade for this module (please see the module's Assessment Brief for more information), so please read all core seminar reading materials in advance and come prepared to discuss, debate and ask questions.

For this week, I would like you to read the following article, and come to the seminar ready to discuss it and debate its key points:

Vecoli, Rudolph J. "The significance of immigration in the formation of an American identity." *The History Teacher* 30.1 (1996): 9-27.

## **Online Hour**

Weekly participation in the online hour discussion forum accounts for 20% of your overall grade (see Assessment Brief for more detail). For this week, I would like you to read a short book chapter in advance of - or during - this week's online hour and be ready to post a response outlining what you think the main challenge or challenges were facing ethnic minority groups by 1900 (in relation to the reading). It is accessible via any electronic device following the link below:

[Chapter 8 in The Future of the American Negro, by Booker T. Washington \(1900\) Available from Project Gutenberg \(scroll down to Chapter 8\)](#)

The author of this book was the most noted African American of his time and the year after this edition of his book was published he met with President Theodore Roosevelt in the White House, itself an event that became the subject of much uproar.

If you would like to know more about Washington, see this [short biographical sketch on the Documenting the American South website](#). Or, for a much longer read see his first autobiography, [Up from Slavery](#) (1901). Please note, that you do not need to read these in advance of this week's online hour.

### **Related media**

- An hour long podcast on Irish migration to the United States in the mid-nineteenth century by Boston College's Professor Kevin Kenny, "Irish-Americans and the Meaning of Race in the Mid-Nineteenth Century": <https://ashp.cuny.edu/podcast/mid-nineteenth-century-irish-immigrants-and-race>

- A documentary on the history of Ellis Island and immigration to the US in the late nineteenth century:

[Video link visual] <https://youtu.be/8X4CypTaOQs>

- A talk on the trans-Atlantic moves to bring about the abolition of slavery in the early-mid-nineteenth century by Mat Griffin of UCL on the podcast *American History Too*: <https://recordedhistory.net/2016/09/13/episode-29-anti-slavery-fire-trans-atlantic-abolitionism-in-the-19th-century/>

- A hard-hitting documentary on the treatment of African Americans after the Civil War and the abolition of slavery:

[Video link visual] <https://youtu.be/ujqafFcAFds>

# Week 2 - Native Americans

*In the second week of the module we will be looking at the developing situation of Native Americans across the twentieth century. We will explore the formation of different activist groups, such as the American Indian Movement (AIM), and the impact activism had on government policy. This week's lecture will provide an overview of Native American rights issues as they developed in the twentieth century; the seminar will consider the issues that face Native Americans in the present day; and the online hour will explore the image and identity of Native Americans in the modern United States.*



[https://en.wikipedia.org/wiki/Native\\_Americans\\_and\\_World\\_War\\_II#/media/File:USMC-07737.jpg](https://en.wikipedia.org/wiki/Native_Americans_and_World_War_II#/media/File:USMC-07737.jpg)

**Lecture Slides** - Week 2 [hyperlink to slides]

## **Seminar Reading**

Seminar participation forms 10% of your overall grade for this module (please see the module's Assessment Brief for more information), so please read all core seminar reading materials in advance and come prepared to discuss, debate and ask questions.

For this week, I would like you to read the following article, and come to the seminar ready to discuss it and debate its key points:

Robinson, J. Kelly. "The State of Native America at the End of the Twentieth Century." *American Studies Journal* 46 (2000): 4-12.

## **Online Hour**

Weekly participation in the online hour discussion forum accounts for 20% of your overall grade (see Assessment Brief for more detail). For this week, I would like you to read a short article on a photographic exhibition in advance of - or during - this week's online hour and be ready to post a response outlining what you think these photographs (found at the top

of the article) can tell us about the nature of Native American identity in the twentieth century. It is accessible via any electronic device following the link below:

[Catlin, Roger. "A Rare Insider's View of Native American Life in Mid-20th-Century Oklahoma." \*Smithsonian.com\* \(2016\)](#)

For more information on Horace Poolaw's photography, see [his exhibition catalogue and media reviews via the Smithsonian's website.](#)

Please note, that you do not have to read the further information in advance of this week's online hour, but it might help you develop your ideas as to how to respond.

### **Related media**

- A news article on recent Native American involvement in the 2018 midterm elections:

[Cook, James, "Deb Haaland: Why more Native Americans are running for office," \*BBC News\* \(November 2, 2018\).](#)

- [A news article on US teenagers taunting a Native American activist, \*BBC News\* \(January 20, 2019\)](#)

- A series of short interview excerpts with young Native Americans today, from the *New York Times*:

[Video link visual] <https://youtu.be/siMal6QVbIE>

- A series of podcast interviews with former members of the American Indian Movement (AIM), interviewed by an academic at the college of William & Mary: <https://www.wm.edu/as/anthropology/research/centers/airc/OurWork/podcast/aim/index.php>

- A short extract from PBS's American Experience series, focusing on Native American Boarding schools:

[Video link visual] <https://pbs.org/video/american-experience-taken-their-families/>

# Week 3 - African Americans: Part I - The Road to *Brown v. Board*

*This week we will be looking at the development of African-American activism in the early twentieth century, tracing the activities of early activists and organizations, such as the National Association for the Advancement of Colored People (NAACP), through to the US Supreme Court decision, Brown v. Board of Education, Topeka (1954), which overturned their earlier decision in Plessy v. Ferguson (1896) regarding the legality of segregation in education. The lecture will provide an overview of the key actors and events between 1896 and 1954; the seminar will consider the role of wars in the development of African-American rights; and the online hour will focus on the NAACP and leading activist W. E. B. Du Bois.*



[https://en.wikipedia.org/wiki/W.\\_E.\\_B.\\_Du\\_Bois#/media/File:Motto\\_web\\_dubois\\_original.jpg](https://en.wikipedia.org/wiki/W._E._B._Du_Bois#/media/File:Motto_web_dubois_original.jpg)

**Lecture Slides** – Week 3 [hyperlink to slides]

## **Seminar Reading**

Seminar participation forms 10% of your overall grade for this module (please see the module's Assessment Brief for more information), so please read all core seminar reading materials in advance and come prepared to discuss, debate and ask questions.

For this week, I would like you to read the following article, and come to the seminar ready to discuss it and debate its key points:

Topping, Simon. "The Dusky Doughboys': Interaction between African American Soldiers and the Population of Northern Ireland during the Second World War," *Journal of American Studies*, 47.4 (2013): 1131-1154.

### **Online Hour**

Weekly participation in the online hour discussion forum accounts for 20% of your overall grade (see Assessment Brief for more detail). For this week, I would like you to read a magazine article from 1919 in advance of - or during - this week's online hour and be ready to post a response outlining what you make of Du Bois' overview of the challenges facing African Americans in the wake of the First World War. It is accessible via any electronic device following the link below:

W. E. B. Du Bois "Opinion" pp. 335-337 in *The Crisis*, November 1919 [[click here to access the high-quality PDF of the magazine and scroll down to the relevant section](#)]

The author of this article was the magazine's early editor, a leading African American intellectual of the day who led a movement to cast off what he increasingly regarded as the overbearing and accommodationist approach of Booker T. Washington. If you would like to know more about Du Bois, see this [really useful set of links to primary materials written by Du Bois and freely available online](#). Please note, that you do not need to read any of these in advance of this week's online hour.

### **Related media**

- The 1915 film *The Birth of a Nation* - a white supremacist re-imagining of the Civil War and its outcomes and a favourite film of President Woodrow Wilson:

[Video link visual] <https://youtu.be/GBzDH-Vwzy4>

- Access to issues of the NAACP's magazine, *The Crisis*, between 1910 and 1922 (for more please see the links via the library website):

[http://www.modjourn.org/render.php?view=mjp\\_object&id=crisiscollection](http://www.modjourn.org/render.php?view=mjp_object&id=crisiscollection)

- A short History Channel overview of the role of African Americans in World War One:

[Video link visual] <https://youtu.be/eEuoA11eLU>

- A feature-length documentary on the role of African Americans in World War Two:

[Video link visual] <https://youtu.be/U3rnCPeKBwg>



# Week 4 - Asian Americans

*This week we will be looking at the development of Asian-American civil rights and activism in the twentieth century, tracing the overt discrimination around the turn of the century, with the indefinite renewal of the Chinese Exclusion Act in 1902 and the Gentlemen's Agreement of 1907, through to the present day. The lecture will provide an overview of the key actors and events between 1902 and the present; the seminar will consider the internment of Japanese Americans in the Second World War; and the online hour will focus on more recent reflections on what it means to be Asian American.*



[https://en.wikipedia.org/wiki/Asian\\_Americans#/media/File:Patsymink.jpg](https://en.wikipedia.org/wiki/Asian_Americans#/media/File:Patsymink.jpg)

**Lecture Slides** – Week 4 [hyperlink to slides]

## **Seminar Reading**

Seminar participation forms 10% of your overall grade for this module (please see the module's Assessment Brief for more information), so please read all core seminar reading materials in advance and come prepared to discuss, debate and ask questions.

For this week, I would like you to read the following article, and come to the seminar ready to discuss it and debate its key points:

Nagata, Donna K., Jackie H. J. Kim, and Teresa U. Nguyen. "Processing cultural trauma: Intergenerational effects of the Japanese American incarceration." *Journal of Social Issues* 71.2 (2015): 356-370.

## **Online Hour**

Weekly participation in the online hour discussion forum accounts for 20% of your overall grade (see Assessment Brief for more detail). For this week, I would like you to read a review article (with embedded videos) on the changing perceptions of what "Asian American" came



to mean during and after the civil rights era of the 1960s. It is accessible via any electronic device following the link below:

[Kandil, Caitlin Yoshiko. "After 50 years of 'Asian American,' advocates say the term is 'more essential than ever'," \*NBC News\*, May 2018.](#)

### **Related media**

- An [article in the Huffington Post](#) on being a Chinese American woman in the twenty-first century

- A [recent article in the Guardian](#) on the issue of alleged discrimination and Asian Americans at Harvard

- A discussion of the Chinese Exclusion Act and the subsequent impact of ethnic exclusion:

[Video link visual] <https://youtu.be/Nf7B4uLsRiQ>

- A short infomercial created by Arizona State University to discuss the problems of "positive" stereotyping and Asian Americans in the twenty-first century:

[Video link visual] <https://youtu.be/9M7L5FWdY4U>

# Week 5 - Catholics, Mormons and Jews in the United States

*This week we will be looking at three religious minority groups with long and complex histories in the United States: Catholics, Mormons, and Jews. The lecture will provide an overview of the key events that led to the increasing prominence of these religious groups - particularly in US politics - during the twentieth century; the seminar will focus on US views on Catholicism before 1960, and the online hour will consider the thoughts of President Kennedy on the role of religion in American life.*



[https://en.wikipedia.org/wiki/Dorothy\\_Day#/media/File:Dorothy\\_Day,\\_1916\\_\(cropped\).jpg](https://en.wikipedia.org/wiki/Dorothy_Day#/media/File:Dorothy_Day,_1916_(cropped).jpg)

**Lecture Slides** -Week 5 [hyperlink to slides]

## **Seminar Reading**

Seminar participation forms 10% of your overall grade for this module (please see the module's Assessment Brief for more information), so please read all core seminar reading materials in advance and come prepared to discuss, debate and ask questions.

For this week, I would like you to read the following article, and come to the seminar ready to discuss it and debate its key points:

McGreevy, John T. "Thinking on One's Own: Catholicism in the American Intellectual Imagination, 1928-1960." *The Journal of American History* 84.1 (1997): 97-131.

## **Online Hour**

Weekly participation in the online hour discussion forum accounts for 20% of your overall grade (see Assessment Brief for more detail). For this week, I would like you to watch the whole of President Kennedy's address on religion and comment upon what it tells us about the role of religion in US politics:

[Video link visual] <https://youtu.be/mBNIS8Zg1WA>

## **Related media**

- *Wall Street Journal* feature on religion in US politics:

[Video link visual] [https://youtu.be/lHc\\_ndwRoc4](https://youtu.be/lHc_ndwRoc4)

- A *New York Times* article on [Nixon, Kissinger and anti-semitism](#) (2010)

- *Guardian* article - "[America's dark and not-very-distant history of hating Catholics](#)" (2015)

- CNN interview about controversial comments likening Mormonism to a "cult":

[Video link visual] <https://youtu.be/USqJq87Rh2w>

- An article from the *National Catholic Reporter* about the [Ku Klux Klan and its anti-Catholicism](#)

- [Defying the Nazis: The Sharps' War](#) - a short piece on the USA's reaction to Jewish migration from Nazi-era Europe

- *New Yorker* article - "[Lives of the Saints: At a time when Mormonism is booming, the Church is struggling with a troubled legacy](#)" (2002)

# Week 6 - African Americans: Part II - The Civil Rights Era

*This week we will be looking at the development of African-American activism from Brown v. Board of Education, through to the tumultuous year that was 1968. The lecture will provide an overview of the key actors and events between 1954 and 1968; the seminar will focus on the federal response to the Freedom Rides; and the online hour will consider the role of Rosa Parks.*



[https://en.wikipedia.org/wiki/Martin\\_Luther\\_King\\_Jr./media/File:Rosa\\_Parks\\_\(detail\).tiff](https://en.wikipedia.org/wiki/Martin_Luther_King_Jr./media/File:Rosa_Parks_(detail).tiff)

**Lecture Slides** – Week 6 [hyperlink to slides]

## **Seminar Reading**

Seminar participation forms 10% of your overall grade for this module (please see the module's Assessment Brief for more information), so please read all core seminar reading materials in advance and come prepared to discuss, debate and ask questions.

For this week, I would like you to read the following article, and come to the seminar ready to discuss it and debate its key points:

Murphy, John M. "Domesticating dissent: The Kennedys and the freedom rides." *Communications Monographs* 59.1 (1992): 61-78.

## **Online Hour**

Weekly participation in the online hour discussion forum accounts for 20% of your overall grade (see Assessment Brief for more detail). For this week, I would like you to listen to the following radio interview with Rosa Parks in 1956, and reflect on the way in which the discussion elucidates the development of African American activism after *Brown v. Board of Education*:

[Video link visual] <https://youtu.be/28CExaXv7aA>

## **Related media**

-Podcast, *Whiskey Rebellion*, Reflections on the Civil Rights Movement (Dec, 2019) ([Links to an external site.](#))

- Martin Luther King's "I Have a Dream Speech" (1963):

[Video link visual] [https://youtu.be/\\_IB0i6bJJjw](https://youtu.be/_IB0i6bJJjw)

- BBC article: "[Explosive Martin Luther King document amid JFK files \(Links to an external site.\)](#)" (Nov. 2017)

- Stanford University - [FBI and Martin Luther King \(Links to an external site.\)](#)

- PBS short film on how the Civil Rights Act of 1964 changed America:

[Video link visual] <https://youtu.be/h9NSnVMqFes>

- US National Archives [copy of the Voting Rights Act \(Links to an external site.\)](#) (1965)

- *Independent* article on [Muhammad Ali and Malcolm X \(Links to an external site.\)](#)

- Interview with Malcolm X at Berkeley in 1963:

[Video link visual] <https://youtu.be/FZMrti8QcPA>

# Week 7 - LGBT Rights

*This week we will be looking at the development of LGBT activism - primarily in the latter half of the twentieth century. We will trace early organisations and activism, such as the Mattachine Society and Daughters of Bilitis, through to the US Supreme Court decision, Obergefell v. Hodges (2015), which allowed for same-sex marriage across all 50 states. The lecture will provide an overview of key actors, organisations and events; the seminar will focus on the symbolic collective action of the Stonewall Riots of 1969; and the online hour will focus on the role of prominent LGBT rights activist, Harvey Milk.*



[https://en.wikipedia.org/wiki/Harvey\\_Milk#/media/File:Harvey\\_Milk\\_in\\_1978\\_at\\_Mayor\\_Moscone's\\_Desk.jpg](https://en.wikipedia.org/wiki/Harvey_Milk#/media/File:Harvey_Milk_in_1978_at_Mayor_Moscone's_Desk.jpg)

**Lecture Slides** – Week 7 [hyperlink to slides]

## **Seminar Reading**

Seminar participation forms 10% of your overall grade for this module (please see the module's Assessment Brief for more information), so please read all core seminar reading materials in advance and come prepared to discuss, debate and ask questions.

For this week, I would like you to read the following article, and come to the seminar ready to discuss it and debate its key points:

Armstrong, Elizabeth A., and Suzanna M. Crage. "Movements and memory: The making of the Stonewall myth." *American Sociological Review* 71.5 (2006): 724-751.

## **Online Hour**

Weekly participation in the online hour discussion forum accounts for 20% of your overall grade (see Assessment Brief for more detail). For this week, I would like you to watch this ten-minute interview extract. In it, the presenter Juana Samayoa is interviewing gay rights activist Harvey Milk about Proposition 6 (a ballot measure that sought, in essence, to stop "out" LGBT citizens from teaching in Californian schools). In the online discussion forum, I would like you to comment on what you think it tells us about the problems that LGBT

citizens faced in this period and how activists sought to overcome them. You can watch it below:

[Video link visual] <https://youtu.be/XVlxq7wqgeU>

A Hollywood film was made about Harvey Milk (called *Milk*) in 2008, starring Sean Penn, the trailer for which can be found [here \(Links to an external site.\)](#).

### **Related media**

- A link to the [New York Public Library's website on gay rights \(Links to an external site.\)](#), with a particular focus on the year 1969.

- Trailer for the 2015 film *Stonewall*:

[Video link visual] <https://youtu.be/LGEJmPwB4yI>

- A [Guardian article on former First Lady Nancy Reagan, her husband, and their reaction to the AIDS crisis of the 1980s \(Links to an external site.\)](#)

- Barack Obama proclaims the Supreme Court's same-sex marriage ruling "a victory for America":

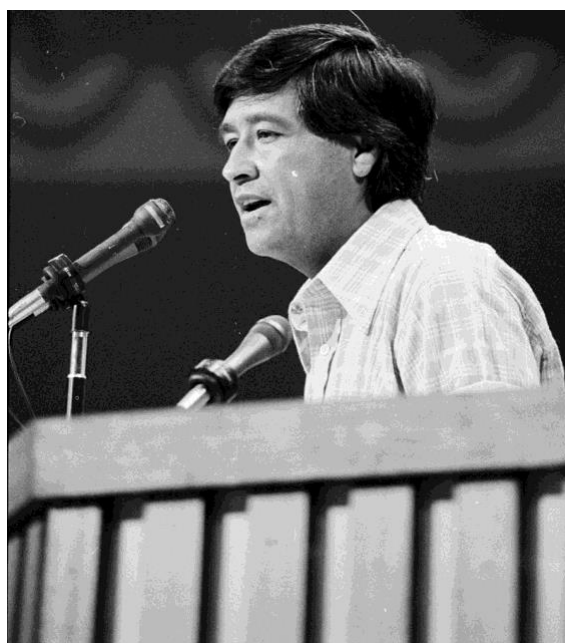
[Video link visual] <https://youtu.be/ixhvEwQQO3w>

- An interview between well-known LGBT television presenter Ellen DeGeneres and the mother of Matthew Shepard that took place several years after Shepard was murdered in an anti-LGBT hate crime in Laramie, Wyoming in 1998:

[Video link visual] <https://youtu.be/dATmAqDTBHw>

# Week 8 - Hispanic Americans

*This week we will be looking at the development of the place of Hispanic Americans in the United States during the twentieth century. We will consider the nature of Puerto Rico's relationship with the United States, trace early Mexican-American organisations and activism in the mid-century, and explore the ever growing concern about the United States' southern border up to the present day. The lecture will provide an overview of key actors, organisations and events; the seminar will focus on Mexican immigration; and the online hour will focus on the activism of Cesar Chavez.*



[https://en.wikipedia.org/wiki/Cesar\\_Chavez#/media/File:Democratic\\_Convention\\_in\\_New\\_York\\_City,\\_July\\_14,\\_1976.\\_Cesar\\_Chavez\\_at\\_podium,\\_nominating\\_Gov.\\_Brown.jpg](https://en.wikipedia.org/wiki/Cesar_Chavez#/media/File:Democratic_Convention_in_New_York_City,_July_14,_1976._Cesar_Chavez_at_podium,_nominating_Gov._Brown.jpg)

**Lecture Slides** – Week 8 [hyperlink to slides]

## **Seminar Reading**

Seminar participation forms 10% of your overall grade for this module (please see the module's Assessment Brief for more information), so please read all core seminar reading materials in advance and come prepared to discuss, debate and ask questions.

For this week, I would like you to read the following article, and come to the online seminar ready to discuss it and debate its key points (see online discussion):

Flores, William V. "New citizens, new rights: Undocumented immigrants and Latino cultural citizenship." *Latin American Perspectives* 30.2 (2003): 295-308.

## **Online Hour**

Weekly participation in the online hour discussion forum accounts for 20% of your overall grade (see Assessment Brief for more detail). For this week, I would like you to watch this speech from Cesar Chavez. In the online discussion forum, I would like you to comment on



what you think it tells us about the sort of activism Chavez thought was most effective, and how Hispanic Americans might best achieve a better deal in the US.

<https://youtu.be/gLqDu5yZj0M>

### **Related media**

- [Roque Planas, "18 Major Moments In Hispanic History That All Americans Need To Know," \*Huffington Post\*, 17 September 2015 \(Links to an external site.\)](#).

- A short bio on Cesar Chavez:

[Video link visual] <https://youtu.be/Ns5NMHTk-yY>

- [Marisa Gerber, "Zoot Suit Riots: After 75 years, L.A. looks back on a violent summer," \*LA Times\*, 4 June 2018 \(Links to an external site.\)](#).

- Nicholas [De Genova, \(Links to an external site.\) "The legal production of Mexican/migrant "illegality"." \*Latino studies\* 2.2 \(2004\): 160-185. \(Links to an external site.\)](#)

- CNN, Donald Trump praises "Operation Wetback":

[Video link visual] <https://youtu.be/n7UuuEFPGN0>

VOX - On why Puerto Rico is not a state:

[Video link visual] <https://youtu.be/8EOxtY3M6Co>

# Week 9 - American Muslims

*This week we will be looking at the development of American Muslim communities and identities across the century, covering key groups such as the Nation of Islam, along with the significant developments in others' perceptions over the last two decades. The lecture will provide an overview of the key actors and events; the seminar will focus on the impact of 9/11; and the online hour will consider more recent developments relating to American Muslims and US politics.*



[https://en.wikipedia.org/wiki/Malcolm\\_X#/media/File:Elijah\\_Muhammad\\_and\\_Cassius\\_Clay\\_NYWTS.jpg](https://en.wikipedia.org/wiki/Malcolm_X#/media/File:Elijah_Muhammad_and_Cassius_Clay_NYWTS.jpg)

**Lecture Slides** – Week 9 [hyperlink to slides]

## **Seminar Reading**

Seminar participation forms 10% of your overall grade for this module (please see the module's Assessment Brief for more information), so please read all core seminar reading materials in advance and come prepared to discuss, debate and ask questions.

For this week, I would like you to read the following article, and come to the online seminar ready to discuss it and debate its key points (see online discussion):

- Panagopoulos, Costas. "The polls-trends: Arab and Muslim Americans and Islam in the aftermath of 9/11." *International Journal of Public Opinion Quarterly* 70.4 (2006): 608-624.

(If accessing this article **off campus**, the link might not work. For off-campus access type the article title into the library website and follow the online link - it might prompt you to sign in using your university details)

## **Online Hour**

Weekly participation in the online hour discussion forum accounts for 20% of your overall grade (see Assessment Brief for more detail). For this week, I would watch the interview linked below (at least until 15:35 mins) and reflect on what you think Hassan Shibly tells us about the challenges facing American Muslims today.

[Video link visual] <https://youtu.be/dY3eEiin6Tk>

### **Related media**

- [Piece in \*The Conversation\* on Thomas Jefferson and American Islam \(Links to an external site.\)](#)

- Muhammad Ali talks about politics and the Nation of Islam in 1976:

[Video link visual] <https://youtu.be/yIw8gDj0nIc>

- [Colley, Zoe. "“All America Is a Prison”: The Nation of Islam and the Politicization of African American Prisoners, 1955–1965." \*Journal of American Studies\* 48.2 \(2014\): 393-415. Links to an external site.](#)

- [VOX article on setbacks for Muslim American post-9/11 \(Links to an external site.\)](#)

- [USA TODAY article on the longer-term history of Islam in America \(Links to an external site.\)](#)

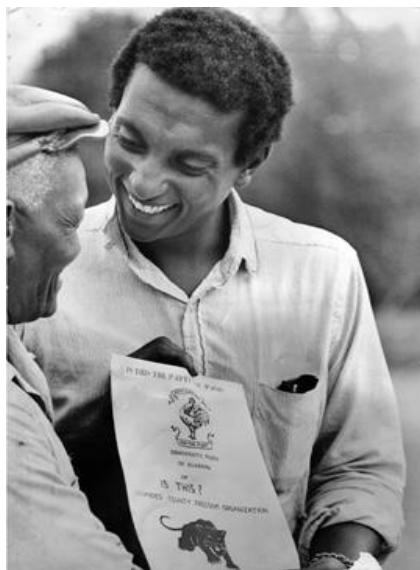
- [National Geographic piece on being Muslim in America \(Links to an external site.\)](#)

- CNN piece on 25 influential American Muslims:

[Video link visual] [https://youtu.be/3b6Nz0\\_IMJQ](https://youtu.be/3b6Nz0_IMJQ)

# Week 10 - African Americans: Part III - From the Ballot Box to the White House

*This week will see the third lecture charting the course of African-American civil rights across the twentieth century, picking up in the tumultuous year of 1968 and finishing with the election of Barack Obama in 2008. The lecture will provide a broad overview of the period; the seminar will focus on the career of Stokely Carmichael/Kwame Turé; and the online hour will consider the significance of the 1992 Rodney King Riots.*



[https://en.wikipedia.org/wiki/Stokely\\_Carmichael#/media/File:Stokely\\_Carmichael\\_in\\_Alabama\\_1966.jpeg](https://en.wikipedia.org/wiki/Stokely_Carmichael#/media/File:Stokely_Carmichael_in_Alabama_1966.jpeg)

**Lecture Slides** – Week 10 [hyperlink to slides]

## **Seminar Reading**

Seminar participation forms 10% of your overall grade for this module (please see the module's Assessment Brief for more information).

For this week, I would like you to read the following article, and come to the online seminar ready to discuss it and debate its key points (see online seminar):

Cobb Jr., Charles E. "From Stokely Carmichael to Kwame Ture." *Callaloo* 34.1 (2011): 89-97.

## **Online Hour**

Weekly participation in the online hour discussion forum accounts for 10% of your overall grade (see Assessment Brief for more detail). For this week, I would like you to watch this news coverage from the 1992 Rodney King riots. I'd like to hear your reflections on what it

tells us about the state of African-American civil rights by the late twentieth century and how different things seem in 2020.

[Video link visual] <https://youtu.be/bSeCpFCS32M>

### **Related media**

- Clip from a documentary on the Black Power movement in the 1960s:

[Video link visual] <https://youtu.be/XdpFKMbUv30>

- [Huffington Post article: " \(Links to an external site.\)27 Important Facts Everyone Should Know About The Black Panthers" \(Links to an external site.\)](#)

- 1986 interview with Kwame Turé:

[Video link visual] [https://youtu.be/77-3R\\_Qd9gA](https://youtu.be/77-3R_Qd9gA)

- [USA Today article on the progress of Civil Rights since 1964 \(Links to an external site.\)](#)

# Week 11 – The Obama Presidency and Minority Rights

*This week will explore the significance of Barack Obama's presidency for minorities in the United States. The lecture will consider his administration's successes when it came to minority rights, and then explore the signs that more progress needed to be made – such as the rise of the Black Lives Matter movement. The seminar and online hour will consider, in different ways, how much the Obama presidency achieved for Black Americans.*



[https://en.wikipedia.org/wiki/Black\\_Lives\\_Matter#/media/File:OaklandBLM-4174.jpg](https://en.wikipedia.org/wiki/Black_Lives_Matter#/media/File:OaklandBLM-4174.jpg)

**Lecture Slides** - Week 11 [hyperlink to slides]

## **Seminar Reading**

Seminar participation forms 10% of your overall grade for this module (please see the module's Assessment Brief for more information).

For this week, I would like you to read the following article, and come to the online seminar ready to discuss it and debate its key points (see online seminar):

Wilson, William Julius. "Black Youths, Joblessness, and the Other Side of 'Black Lives Matter.'" *Ethnic and Racial Studies: Ethnic and Racial Studies Review* 39.8 (2016): 1450–1457.

## **Online Hour**

Weekly participation in the online hour discussion forum accounts for 20% of your overall grade (see Assessment Brief for more detail). For this week, I would like you to watch the following TED talk by author-activist Professor Melina Abdullah, given in 2016 towards the end of Obama's presidency. I'd like to hear your reflections on what Prof Abdullah's talk tells us about the state of African-American civil rights in 2016:

[Video link visual] <https://youtu.be/pWILo-O7sh4>

## **Related media**

- Obama's 2008 acceptance speech:

[Video link visual] <https://youtu.be/LEo7lzfpcU>

- Obama defends meaning of Black Lives Matter at a town hall event:

[Video link visual] <https://youtu.be/kb7ed4HhAbw>

Below are a series of articles assessing Obama's presidency – have a read of these with the impact of his presidency on the minority groups we have explored across the previous 10 weeks in mind...

- [Assessing Obama, in the Jacobin Magazine \(2017\)](#)

- [Nick Bryant, on Obama's legacy, BBC News \(2017\)](#)

- Podcast, ["Obama's Difficult Race Legacy", BBC \(2015\)](#)

- [CNN article, Historians Assess Obama's legacy \(2018\)](#)



# Week 12 - Trump's America and the Future of Minorities in America

*This week we will bring together the various strands we have explored over the past eleven weeks and assess where the various minority groups we have explored stand in the Trump era. The lecture will provide a short overview of the transition from Obama to Trump and its perceived impact on civil rights and minority groups; the seminar will focus on the "Unite the Right" rally in Charlottesville, Virginia in 2017; and the online hour will give you the chance to record any final reflections on what you have gleaned from the module across the weeks.*



[https://en.wikipedia.org/wiki/Unite\\_the\\_Right\\_rally#/media/File:Charlottesville\\_'Unite\\_the\\_Right'\\_Rally\\_\(35780274914\)\\_crop.jpg](https://en.wikipedia.org/wiki/Unite_the_Right_rally#/media/File:Charlottesville_'Unite_the_Right'_Rally_(35780274914)_crop.jpg)

**Lecture Slides** - Week 12 [hyperlink to slides]

## **Seminar Reading**

Seminar participation forms 10% of your overall grade for this module (please see the module's Assessment Brief for more information).

For this week, I would like you to read the following news article, and come to the online seminar ready to discuss it and debate its key points (see online discussion): <https://www.bbc.co.uk/news/world-us-canada-44619374> ([Links to an external site.](#))

## **Online Hour**

Weekly participation in the online hour discussion forum accounts for 20% of your overall grade (see Assessment Brief for more detail). For this week, I would like you to simply reflect on what you think was the most important thing (or things) you have learnt during the course of this module and how/whether it has made you view US history in a different light.



### **Related media**

- An article on [Trump and the Hispanic American vote \(Links to an external site.\)](#) (*Politico*)
- An article on [LGBT rights and trans discrimination in the Trump era \(Links to an external site.\)](#) (*VOX*)
- An article on [Trump and students reacting to a Native American protest \(Links to an external site.\)](#) (*Guardian*)
- An article on [Trump and African Americans \(Links to an external site.\)](#) (*Guardian*)
- An article on [Trump and Asian Americans \(Links to an external site.\)](#) (*Politico*)
- An article on [Trump, the Democrats, Muslim Americans and Jewish Americans \(Links to an external site.\)](#) (*NYT*)
- Michael Cohen (Trump's former lawyer) calls the president a "racist" (2019):  
[Video link visual] [https://youtu.be/A8LSJ6\\_Rzjs](https://youtu.be/A8LSJ6_Rzjs)
- CNN report on Trump and race (2018):  
[Video link visual] <https://youtu.be/eYndEoy5Vr8>

# Featured Authors

[Ellen Wu, Associate Professor, Department of History at Indiana University, Bloomington \(Links to an external site.\)](#)

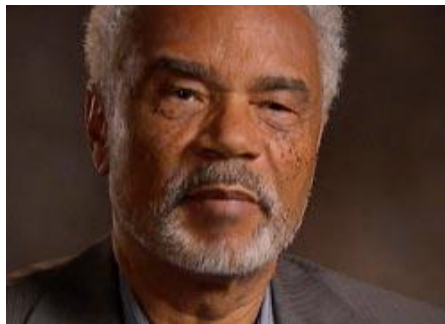
Author of *The Color of Success: Asian Americans and the Origins of the Model Minority* (Princeton, 2014)



[https://history.indiana.edu/faculty\\_staff/faculty/wu\\_ellen.html](https://history.indiana.edu/faculty_staff/faculty/wu_ellen.html)

[Clayborne Carson, Professor of American History at Stanford University \(Links to an external site.\)](#)

Author of *The Eyes On the Prize: Civil Rights Reader* (Penguin, 1992)



<https://www.pbs.org/godinamerica/interviews/clayborne-carson.html>

[Nell Irvine Painter, Professor Emeritus of American History at Princeton University \(Links to an external site.\)](#)

Author of *The History of White People* (W.W. Norton, 2011)



<https://history.princeton.edu/people/nell-irvin-painter>

[Michael Oberg, Distinguished Professor of History at the State University of New York, Geneseo \(Links to an external site.\)](#)

Author of *Native America: A History* (Wiley-Blackwell, 2010)



<https://m.facebook.com/SUNYGeneseo/posts/10156812615594550>

[Deborah Dash Moore, Frederick G.L. Huetwell Professor of History at the University of Michigan \(Links to an external site.\)](#)

Author of "Where We Came From: The Arcs of Judaism in America" (*Muslim World*, 2014)



<https://lsa.umich.edu/judaic/people/faculty/ddmoore.html>

[Juan González, Richard D. Heffner Professor of Communications and Public Policy at Rutgers University \(Links to an external site.\)](#)

Author of *Harvest of Empire: A History of Latinos in America* (W. W. Norton, 2015)



<https://comminfo.rutgers.edu/gonzalez-juan-d>

[Yvonne Haddad, Professor of the History of Islam and Christian-Muslim Relations at Georgetown University \(Links to an external site.\)](#)

Editor of *Muslims in the West: From Sojourners to Citizens* (Oxford, 2002)



<https://berkeleycenter.georgetown.edu/people/yvonne-haddad>

[Doug Charles, Associate Professor of History at the Penn State University \(Links to an external site.\)](#)

Author of *Hoover's War on Gays* (Kansas, 2015)



<https://sites.psu.edu/dougsite/>

[Claudia Milian, Associate Professor of Romance Studies at Duke University \(Links to an external site.\)](#)

Author of *Latinizing America: Black-Brown Passages and the Coloring of Latino/a Studies* (Georgia, 2013)



<https://imagininglatinidades.lib.uiowa.edu/presenters/claudia-milian/>

[Kambiz GhaneaBassiri, Professor of Religion and Humanities at Reed College \(Links to an external site.\)](#)

Author of *A History of Islam in America* (Cambridge, 2015)



<https://www.reed.edu/faculty-profiles/profiles/ghaneabassiri-kambiz.html>

# Module Reading List

[This list was downloaded from Leganto and is normally fully hyperlinked to the university's online and physical holdings via Leganto]

## General Civil Rights

Painter, Nell Irvine. 2010. *The History of White People*. Pbk., 2011. New York: W. W. Norton.

Hampton, Henry. 1990. *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950's through the 1980's*. Edited by Steve Fayer and Sarah Flynn. New York: Bantam.

King, Richard H. 1996. *Civil Rights and the Idea of Freedom*. Athens: University of Georgia Press.

Birnbaum, Jonathan, and Clarence Taylor. 2000. *Civil Rights Since 1787: A Reader*. New York: New York University Press.

Molina, Natalia, Daniel HoSang and Ramon A. Gutierrez. 2019. *Relational Formations of Race: Theory, Method, and Practice*. Oakland: University of California Press.

Rosenberg, Jonathan. 2006. *How Far the Promised Land?: World Affairs and the American Civil Rights Movement from the First World War to Vietnam*. Princeton: Princeton University Press.

Coverdill, James E., Carlos A López and Michelle A. Petrie. 2011. "Race, Ethnicity and the Quality of Life in America, 1972-2008." *Social Forces* 89 (3): 783–805.

Franklin, John Hope. 1989. *Race and History: Selected Essays 1938-1988*. Baton Rouge: Louisiana State University Press.

Abraham, Henry J. 1998. *Freedom and the Court: Civil Rights and Liberties in the United States*. Edited by Barbara A. Perry. 7th ed. New York: Oxford University Press.

Andrews, Kenneth T., Kraig Beyerlein and Tuneka Tucker Farnum. 2016. "The Legitimacy of Protest: Explaining White Southerners' Attitudes Toward the Civil Rights Movement." *Social Forces* 94 (3): 1021–44.

West, Thomas R., and James W. Mooney. 1993. *To Redeem a Nation: A History and Anthology of the Civil Rights Movement*. New York: Brandywine Press.

Ó hAodha, Mícheál, and Jill M. O'Mahony. 2011. *The Willow's Whisper [electronic Resource]: A Transatlantic Compilation of Poetry from Ireland and Native America*. Newcastle upon Tyne: Cambridge Scholars Publishing.

## African Americans

King, Martin Luther. 2002. *Martin Luther King: In My Own Words*. Edited by Coretta Scott King. London: Hodder & Stoughton.

Fairclough, Adam. 2002. *Better Day Coming: Blacks and Equality, 1890-2000*. New York: Penguin.

Crawford, Vicki L., Jacqueline Anne Rouse and Barbara Woods. 1993. *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965*. Pbk. ed. Bloomington: Indiana University Press.

Painter, Nell Irvine. 1993. "Malcolm X Across the Genres." *The American Historical Review* 98 (2): 432–39.

Painter, Nell Irvin. 2008. "Was Marie White? The Trajectory of a Question in the United States." *Journal of Southern History* 74 (1): 3–30.

Painter, Nell. 1971. "Jim Crow at Harvard: 1923." *The New England Quarterly* 44 (4): 627–34.

- Ovington, Mary White. 1995. *Black and White Sat Down Together :The Reminiscences of an NAACP Founder* . Edited by Ralph Luker. New York: Feminist Press at the City University of New York.
- X, Malcolm. 1968. *The Autobiography of Malcolm X*. Edited by Alex Haley. London: Penguin.
- Du Bois, W. E. B. 1999. *The Souls of Black Folk : Authoritative Text, Contexts, Criticism*. Edited by Henry Louis Gates and Terri Hume Oliver. 1st ed. New York: WW Norton.
- Verney, Kevern. 2000. *Black Civil Rights in America*. London: Routledge.
- Carmichael, Stokely. 1992. *Black Power: The Politics of Liberation in America*. Edited by Charles V. Hamilton. Vintage. New York: Vintage Books.
- Association for the Study of African American Life and History. 2002. "Black History Bulletin." *Black History Bulletin*.
- Du Bois, W. E. B. 1910. "The Crisis : Record of the Darker Races." *The Crisis : Record of the Darker Races.*, Autumn.
- Lee, Spike, Arnold Perl and Alex Haley. 2001. *Malcolm X*. Video. London: Pathé.
- Strickland, William. 1994. *Malcolm X, Make It Plain* . Edited by Cheryll Y. Greene. New York: Viking.
- Jijon, Isabel. 2018. "The Universal King? Memory, Globalization, and Martin Luther King, Jr." *Sociological Inquiry* 88 (1): 79–105.
- Woodard, Komozi, Jeanne Theoharis and Matthew Countryman. 2002. *Freedom North: Black Freedom Struggles Outside the South, 1940-1980*. New York: Palgrave.
- Carson, Clayborne. 1991. *The Eyes on the Prize: Civil Rights Reader – Documents, Speeches and Firsthand Accounts from the Black Freedom Struggle, 1954-1990*. New York: Penguin.
- Johnson, James Weldon, Walter Francis White, Roy Wilkins and Sondra Kathryn Wilson. 1999. *In Search of Democracy: The NAACP Writings of James Weldon Johnson, Walter White, and Roy Wilkins (1920-1977)*. New York: Oxford University Press.
- Newman, Mark. 2004. *The Civil Rights Movement*. Edinburgh: Edinburgh University Press.
- Wells-Barnett, Ida B. 2005. *Southern Horrors Lynch Law in All Its Phases*. Project Gutenberg.
- Wells, Ida B. 1970. *Crusade for Justice : the Autobiography of Ida B. Wells*. Edited by Alfreda M. Duster. Chicago: University of Chicago Press.
- Cook, Robert. 1998. *Sweet Land of Liberty?: The African-American Struggle for Civil Rights in the Twentieth Century*. London: Longman.
- Belew, Kathleen. 2014. "Lynching and Power in the United States: Southern, Western, and National Vigilante Violence: Lynching and Power in the United States." *History Compass* 12 (1): 84–99.
- Burns, Adam. 2010. "Without Due Process: Albert E. Pillsbury and the Hoar Anti-Lynching Bill." *American Nineteenth Century History* 11 (2): 233–52.
- Hine, Darlene Clark., Elsa Barkley Brown, and Rosalyn Terborg-Penn. 1994. *Black Women in America: An Historical Encyclopedia* . Bloomington: Indiana University Press.
- Mills, Kay. 1993. *This Little Light of Mine: The Life of Fannie Lou Hamer*. New York: Plume.
- United States Commission on Civil Rights. 1980. *Civil Rights Issues of Asian and Pacific Americans: Myths and Realities*. <http://hdl.handle.net/2027/mdp.39015005257426>.



Pinkney, Alphonso. 2000. *Black Americans*. 5th ed. Upper Saddle River, NJ: Prentice Hall.

Holloway, Jonathan Scott. 2013. *Jim Crow Wisdom: Memory and Identity in Black America Since 1940*. Chapel Hill: University of North Carolina Press.

Elgersman Lee, Maureen. 2005. *Black Bangor: African Americans in a Maine Community, 1880-1950*. Durham: University of New Hampshire Press.

Lischer, Richard. 1995. *The Preacher King: Martin Luther King, Jr. and the Word That Moved America*. New York: Oxford University Press.

Kirk, John A. 2007. *Martin Luther King, Jr. and the Civil Rights Movement : Controversies and Debates*. Basingstoke: Palgrave Macmillan.

Brotz, Howard, and Howard Brotz. 1992. *African-American Social and Political Thought, 1850-1920*. New Brunswick, NJ: Transaction Publishers.

### **Hispanic Americans**

Fernandez-Armesto, Felipe. 2015. *Our America :A Hispanic History of the United States*. New York: WW Norton & Company.

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# Primary Source Ideas

In addition to autobiographies and memoirs that appear on the main reading list, or which you could explore for yourselves, below is a list of other places you might want to look for primary materials relating to minorities in the twentieth-century United States:

1. [Chronicling America \(Links to an external site.\)](#) A Library of Congress database of historical newspapers where you can search by date and keyword for news articles that might be of use.
2. [Hathi Trust \(Links to an external site.\)](#) An online archive of digitised books and government document.

*External lists of primary sources, which highlight a number of collections that do not require permission to access...*

3. UC San Diego - [African Americans \(Links to an external site.\)](#) - [Hispanic Americans \(Links to an external site.\)](#) - [Jewish Studies \(Links to an external site.\)](#) - [Asian Americans \(Links to an external site.\)](#)
4. UC Berkeley - [Native American Online Source Guide \(Links to an external site.\)](#)
5. US National Archives: [Native Americans \(Links to an external site.\)](#) - [African Americans \(Links to an external site.\)](#)
6. Sam Houston State University - [LGBT Online Resource Links \(Links to an external site.\)](#)- [Religious Minorities \(Links to an external site.\)](#)
7. University of Washington - [LGBT Online Resource Links \(Links to an external site.\)](#)
8. Indiana University - [Muslim American Resources \(Links to an external site.\)](#)
9. University of Southern California - [Asian American Links \(Links to an external site.\)](#)