

Spring 2014
AMS 370
Unique #: 31179
Class Schedule:
M/W/F, 3-4:30 p.m.
Classroom: BUR 228

AMS 370

EXHIBITING

AUSTIN

PROFESSOR CARY CORDOVA
cordova@austin.utexas.edu
Office: BUR 418
Office Hours: Fridays, 2-5 p.m.
And by appointment
Office Phone: 512-232-4582

COURSE DESCRIPTION

How is the history of Austin, Texas, officially collected, preserved, and shared? What are the historical priorities for Austinites to remember? How have national events played out uniquely in Austin? And how can this history be cultivated and exhibited for public consumption? In this class, students will examine the theoretical approaches and practical realities that shape collecting, preserving, and exhibiting Austin's local history. Though this class has a local focus, the course materials will incorporate diverse issues on historical preservation more broadly. Students will draw on relevant scholarship in American Studies and related fields to engage with the cultural complexities of archive building, historical preservation, material culture management, and curation and representation. Students also will study the influence and impact of race, gender, sexuality, ethnicity, and class in dialogues on historical preservation.

To develop a first-hand perspective, our class will focus on, and work closely with, the Austin History Center. The mission of the Austin History Center (the local history division of the Austin Public Library) is to "procure, preserve, present, and provide the historical records that make up Austin's unique story." Over the course of this class, students will engage in scholarly projects that are supportive of the Austin History Center's mission and in response to the needs of underrepresented populations. Possible projects could include exhibition research, online curation, and/or oral history collection and transcription. Students should anticipate having to conduct research off campus at the Austin History Center (810 Guadalupe Street).

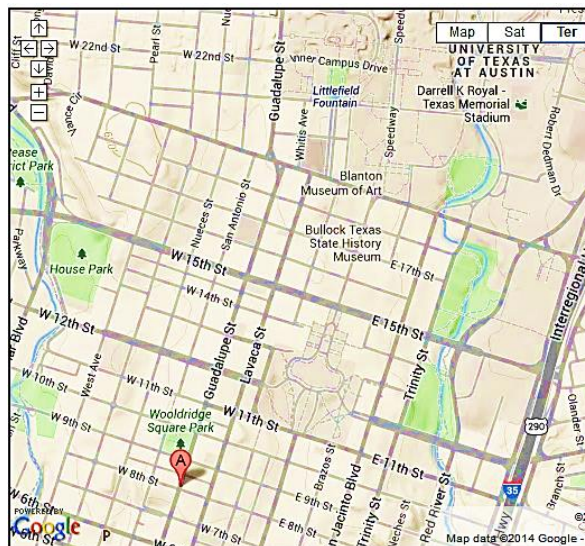
This class teaches students to analyze and interpret local history, to connect educational experiences in the classroom with real-world applications in the local community, and to generate work in the classroom that has a larger relevance. This class builds on academic service-learning approaches in education and is aided and encouraged by The Longhorn Center for Civic Engagement. This means that students not only will develop scholarly work that matters to people outside the classroom, but they also will analyze and reflect on the inherent intellectual and practical challenges that continuously shape their work. At the end of the class, students will deliver final presentations about their work to the public, including to those connected to the Austin History Center, the Longhorn Center for Civic Engagement, and the city of Austin.

LOCATING THE AUSTIN HISTORY CENTER

This class requires students to visit the Austin History Center as a class and to pursue individual research projects. The Austin History Center is located at 810 Guadalupe, between 8th and 9th Streets (see map). The #1, #3, and #5 buses run down Guadalupe from the drag to within two blocks of the Center; the #7 bus runs down San Jacinto and then Congress, with a drop off four blocks away at 9th and Congress; and the #18 bus picks up at 21st and Speedway and drops off about 3 blocks from The Center. All bus rides are about a ten minute ride from campus. There is also a metered parking lot next door (free on Sundays).

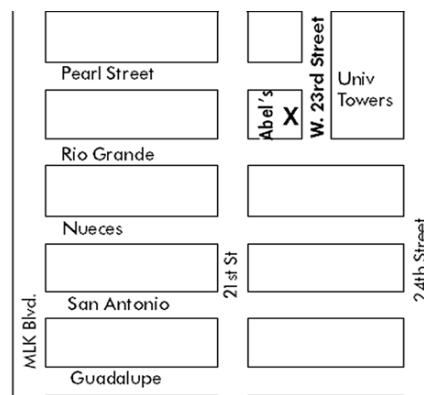
HOURS: The Center's hours at the time of writing this syllabus are Tuesday through Saturday, 10 a.m. to 6 p.m., and Sundays noon to 6 p.m. The Center is closed on Mondays. Please call (512) 974-7480, or refer to the Center's webpage for more details:

<http://library.austintexas.gov/ahc>



REQUIRED TEXTS:

- **Course Reader:** This class requires a course reader, which will be available for purchase at Abel's Copies, located at 715 West 23rd Street [cross street: Rio Grande, across from University Towers, see the map], Austin, TX 78705-5100. The phone for Abel's is (512) 472-5353. <http://www.abelscopies.com>
- The People of Austin and UT Humanities Institute, *Writing Austin's Lives: A Community Portrait* (Austin, TX: Waterloo Press, 2004).
- Jane H. Rivera and Gilberto C. Rivera, *Austin's Rosewood Neighborhood* (Charleston, SC: Arcadia Publishing, 2012).
- John H. Slate, *Lost Austin* (Charleston, SC: Arcadia Publishing, 2012).
- Several readings are on the Web. For instance, "Resource Guides to the Archives" are provided on the Austin History Center website. Please use the links on the syllabus to access these readings. A few articles / course materials might be available only on our Blackboard class site, under the "Course Documents" tab. Here is the link to log in to Blackboard: <https://courses.utexas.edu>. If you have trouble accessing the Blackboard system, please contact the computing helpdesk (512-475-9400).



Map for Abel's Copies

- **Please Note:** Some of your assigned readings are bibliographies, database-like materials, online exhibits, and press releases, so you may need to approach them differently than you would a more classic narrative text. For instance, with bibliographies, I will encourage you to scan, interpret, and highlight key texts in relation to our class and according to your interests. You will need to think critically about authorship, about the list as a collection, as a springboard for research, and as a limited frame for history. With press releases, you might need to think critically about their celebratory or institutional nature. Our objective here is not to turn you into a reciter of lists, or a city booster, but to engage critically with the materials that define and shape Austin's history.

WRITING FLAG:

- “This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.” --
<http://www.utexas.edu/ugs/ccc/teaching-resources/syllabus>

GRADING:

- **Austin Memoir Paper** (10%).
 - Using the book *Writing Austin's Lives* as a jumping off point, students will submit a paper that interweaves their private memories of a place in Austin with that place's more expansive historic and public memory (approx. 3-4 pages).
- **Out of the Archives** (15%).
 - On an assigned day, students will conduct a “show and tell” of a primary source in the Austin History Center collections that also relates to that day's topic. Students will deliver a short presentation to the class (no more than 5-10 minutes) and submit a short paper analyzing the primary source as a historical document (3 pages).
- **Resource Guide Analysis** (10%)
 - The Austin History Center has created multiple resource guides to help researchers navigate their collections. For this assignment, you will analyze a single resource guide in order to develop a better sense of the collection's strengths and weaknesses. Interpret the kinds of research that the collection facilitates based on this list of materials. Propose areas that you think need more attention and how you might approach this issue. What time periods need the greatest attention? What geographies of Austin need inclusion? What populations get lost? How would you seek to expand the collections? (3 pages).

■ Final Research Project

- **Project Proposal** (5%) (~2 pages)
- **First draft of final project and annotated bibliography** (10%) (5-7 pages plus bibliography)
- **Peer feedback** (5%) (2 pages)
- **Final project and presentations** (25%)
- Each student will develop a final research project in coordination with the professor's approval and guidance. In proposing their projects, students must take into account the needs of the Austin History Center, as well as the needs of underrepresented populations in the Austin History Center's collections. Sample final projects could include:
 - A thematic collection of oral histories, transcribed, and with annotations and thematic introduction / discussion of the objectives.
 - A substantive walking tour (using digital technology?), drawing on historical and visual materials at the Austin History Center.
 - An online exhibit, creating an exhibit that draws on the collections of the Austin History Center and that is relevant to public interests. Could include oral history audios.
 - A public outreach project, for instance, connecting the Austin History Center with a school like Zavala Elementary and fomenting public interest in the Center.
 - A short film that draws on / publicizes / interprets the collections of the Austin History Center.
 - A project to expand the Austin History Center collections in a way that is needed and substantive.
 - An annotated resource guide, compiling a list of source materials on a particular theme for other researchers.

■ Class participation (20%)

- Because class participation is considered an important part of this class, attendance will be noted each day.
 - Missing more than 3 classes is likely to negatively impact your grade.
 - Missing more than 6 classes is a guaranteed zero for attendance and participation, and also may result in failing the class.
- However, *I am asking for more than just attendance.* You should make an effort to participate and show me that you have done the reading and are actively engaged with our topic for that day. I look for quality of insights shared versus sheer quantity of comments made.
- **Quizzes:** I do pop reading quizzes. Quizzes reward students that stay on top of the reading. This is your opportunity to show your hard work. But be warned: I especially like to give quizzes when I sense students are unprepared for lecture. *My quizzes are not hard if you have done the reading.* Come to class prepared. I do not give make-up quizzes. For quizzes, I grade using the following symbols: + (excellent); ✓+ (good); ✓ (acceptable); ✓- (poor); — (failed).

GRADING SCALE:

100-93 = A	92-90 = A-	87-89 = B+	84-86 = B
80-83 = B-	77-79 = C+	74-76 = C	70-73 = C-
67-69 = D+	64-66 = D	60-63 = D-	0-59 = F

POLICIES:

■ **Classroom Conduct:**

In order to build the best possible learning environment, please be respectful of the professor and other students.

- **Reading the newspaper, falling asleep, talking to your friends, texting, or other examples of disregarding the learning environment, are not acceptable conduct.** Should you feel compelled to engage in these activities, you may be asked to leave the classroom.
- Also, **please turn off and put away all the electronics** – cell phones, ipads, and laptops.

■ **Assignments:**

Students are expected to do the required readings for each class *in advance* of attending class. Students also are encouraged to **bring the assigned readings with them to class**, in order to refer to the material when needed (or perhaps prepare for a pop quiz!).

Extensions on graded assignments will be granted only in the case of a medical or family emergency, or if you have official documented university business off campus. You must notify me before the due date. Failure to do so will result in the automatic subtraction of a letter grade. **Assignments turned in late without an allowable excuse will lose one letter grade for each day past the due date.**

You are responsible for the material missed in any class. I will not respond to any email requests to summarize the material, but I will respond to in-person requests during office hours or by appointment. Alternatively, consult with a fellow student.

■ **Accommodations:**

- **Students with Disabilities:** Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. The professor and student will use this letter as a guide for implementing any accommodations. Students who need assistance, but do not yet have an official letter of support, are welcome to bring any of their concerns to the attention of the professor. Immediate concerns will be handled on a case by case basis, and official documentation will be required to ensure proper accommodations are made.

- **Religious holy days:** Per the UT General Information Catalog, “[a] student who is absent from a class or examination for the observance of a religious holy day may complete the work issued within a reasonable time after the absence, if proper notice has been given” (page 71). The deadline for notification of such an absence is fourteen days prior to the class absence, or the first class day for religious holy days that fall within the first two weeks of the semester.

■ **Academic Dishonesty:**

- Academic dishonesty will not be tolerated and any incidents of dishonesty will be reported to the appropriate authorities. Academic dishonesty includes, but is not limited to, cheating, plagiarism (the unauthorized appropriation of another’s work – including from Websites – in one’s own written work offered for credit) and collusion (the unauthorized collaboration with another person in preparing college work offered for credit). These acts will be subject to serious academic penalty. **STUDENTS WHO COMMIT PLAGIARISM ARE SUBJECT TO IMMEDIATE FAILURE OF THE CLASS, IN ADDITION TO FACING THE POLICIES OF THE UNIVERSITY.**
- If you are unclear about what plagiarism is, I would encourage you to visit the following website: <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism>

Course Schedule:

Please Note:

1. ***This schedule is subject to change as needed.***
2. ***Students should complete the readings for the day they are listed, so they are prepared for that day’s discussion.***

WEEK ONE

Monday, January 13

■ **Introduction**

Wednesday, January 15

Introducing the Austin History Center:

■ **Read:**

- **“About Us”:** <http://library.austintexas.gov/ahc/about-us>
- **“AHC History”:** <http://library.austintexas.gov/ahc/ahc-history>
 - Including “Timeline of AHC History”: <http://library.austintexas.gov/ahc/timeline-ahc-history>

- And “History of Our Building”: <http://library.austintexas.gov/ahc/history-our-building>
- “What to Expect”: <http://library.austintexas.gov/ahc/what-expect>
- “Reference Services”: <http://library.austintexas.gov/ahc/reference-services>
- “Online Reference Tools”: <http://library.austintexas.gov/ahc/online-reference-tools>
 - **Quick Browse:** Texas Archival Resources Online (**TARO**)
- “Preserving Your History”: <http://library.austintexas.gov/ahc/preserving-your-history>
- “Outreach”: <http://library.austintexas.gov/ahc/outreach>
 - “Community Archivists Program”: <http://library.austintexas.gov/ahc/community-archivists-program>
 - “African American Community Archivist”: <http://library.austintexas.gov/ahc/african-american-community-archivist>
 - “Asian American Community Archivist”: <http://library.austintexas.gov/ahc/asian-american-community-archivist>
 - “Mexican American Community Archivist”: <http://library.austintexas.gov/ahc/mexican-american-community-archivist>
- “Donate Items,” <http://library.austintexas.gov/ahc/donate-items>
- “The Vertical Files,” <http://www.austinlibrary.com/ahc/vertical.htm>
- “A Brief History of Austin”: <http://library.austintexas.gov/ahc/brief-history-austin>
- **Browse: Austin History Center Facebook page:** <https://www.facebook.com/AustinHistoryCenter>

WEEK TWO

Monday, January 20

- Martin Luther King Day

Wednesday, January 22

What Everybody Says About Austin

- **Read:** Cecilia Balli, “What Nobody Says About Austin,” TexasMonthly.com, February 2013, <http://www.texasmonthly.com/story/what-nobody-says-about-austin>.
- **Read:** Excerpts from *Writing Austin’s Lives: A Community Portrait* (Austin, TX: Waterloo Press, 2004). Especially:
 - Abe Louise Young, “Queer Austin,” 90-93.
 - Frank Stronghorse, “Saving Treaty Oak,” 101-104.
 - Diana Garcia, “Dancing for the Virgin,” 109-110.
 - Maria Limon, “Some Rides to Give, 134-137.
 - Plez A. Wooley, “Momma’s Crystal Ball,” 157.
 - Carlos Parada, “Ruedas / Wheels,” 189-191.
 - Milton M. Basey, “The Land of Cotton,” 228-229.
 - Danny Camacho, “The Abuelos,” 230-231.

- E. G. Vorwerk, "The Night Hawk's Service to Austin," 249-250.
- Beulah Taylor Cooper and John Cooper, "St. John, Then and Now," 253-254.
- Judith Jenkins, "Still Here as African Americans," 288-290.
- Helen Marak Walker, "Austin's Quiet Heroes," 305-308.
- Auguste Marie Kupfernagel Dittmar, "The Kupfernagels Come To Austin," 335-339.
- Rick Hall, "Helicopters and Hubcaps," 354-356.
- Sandy Rankin, "The Shouter," 357-359.
- Don Clinchy, "On Earth as it is in Austin," 387-388.
- Katherine Poole, "A Neighborhood Worth Fighting For," 391-392.
- Sofia Harber Bowden, "Are You Cool Enough for BookWoman?" 394-396.

■ **In class:** Assign Austin Memoir Paper

WEEK THREE

Monday, January 27

Archiving What's Lost

- **Read:** John H. Slate, *Lost Austin* (Charleston, SC: Arcadia Publishing, 2012).
- **Browse:** **Austin History Center Photo Collections**, "Photos Past and Present," <http://www.austinlibrary.com/ahc/photo.htm>
- **Browse:** **The Portal to Texas History** [Select the Austin History Center for their collections] <http://texashistory.unt.edu/explore/collections/CCPN/>
 - The Portal provides partial digital access to The Chalberg Collection of Prints and Negatives: "The Chalberg Collection is probably the Austin History Center's best and most used individual collection of photographs. The bulk of the images cover Austin 1900-1941, though some images of 19th Century Austin are included. The collection comes from the photographic holdings of the Ellison Photo Company. The Company was started in 1900 by E. P. Jordan and was originally the Jordan Photograph Company. Jordan occupied the second floor of 610 Congress. In 1914, Alfred Ellison and E. P. Cravens bought the company from Jordan's widow and it became the Jordan-Ellison Photo Company. By 1919, Ellison was the sole owner, Jordan was dropped from the name and the Ellison Photo Company moved into the first floor of 615 Congress. Russell Chalberg joined the company in 1955 and purchased Ellison's interest in 1963."
- **DUE:** Choose a photo from in the book or in the archives that caught your attention and write a brief response / analysis. Consider what details drew you to care about the content and what portrait of Austin's history emerges from this single frame? (About 1-page)
- **In Class:** Assign "Out of the Archives" and "Resource Guide Analysis" assignment.

Wednesday, January 29

- **Tour of the Austin History Center – off campus visit to 810 Guadalupe.**
 - Tour will be conducted by Austin History Center Director, Mike Miller, starting in the Holt Gallery. The tour begins promptly at 3:15 and will last for one hour. The late start and early end to our class will allow for students to make their way to and from campus.
- **DUE:** A Memoir of Austin (approx. 3-4 pages).

WEEK FOUR

Monday, February 3

Asian-American Austin

- Read:
 - Michael Barnes, “**Profile: Esther Chung,**” Austin360 blogs, January 13, 2012, http://www.austin360.com/blogs/content/shared-gen/blogs/austin/outandabout/entries/2012/01/13/post_56.html/
 - **Online Exhibit: “Pioneers from the East: First Chinese Families,”** <http://www.austinlibrary.com/ahc/asianamerican.htm>
 - Juan Castillo, “**Roots in the Attic,**” Austin American-Statesman, August 8, 2010. [on Blackboard]
 - **Browse: Asian American Resource Guide: Sources of Information Relating to Asian Americans,** Compiled by Esther Chung, Updated September 2013. http://www.austinlibrary.com/ahc/downloads/asian_american_resource_guide.pdf
 - **DUE:** “Resource Guide Analysis” option #1
 - **DUE:** “Out of the Archive” presentations #1 (those giving presentations do not need to submit the above requested response to the resource guide).

Wednesday, February 5

South Asian American Austin

- **Read:** Amber Abbas, “**A Journey Into South Asian America,**” AND Madeline Hsu, “**Message from the Director,**” in *Red Threads*, Issue #5, Summer 2012, http://www.utexas.edu/cola/centers/aas/files/pdf/newsletters/layout-final_color.pdf
- **Read:** “**Celebrate South Asian American History in Austin,**” Austin Public Library, March 22, 2012, <http://library.austintexas.gov/press-release/celebrate-south-asian-american-history-austin>.
- **Read:** Amber Abbas, “**Listening in on South Asian America,**” South Asian American Digital Archive, December 5, 2011, <http://www.saadigitalarchive.org/tides/article/20111205-514>.

- **Read:** Austin History Center Press Release, “South Asian American Digital Archive Lecture and Reception,” March 20, 2012, <http://library.austintexas.gov/press-release/south-asian-american-digital-archive-lecture-reception-samip-mallick>
- **Listen:** to the first half of an oral history interview (about 41 minutes) of “Oral History Interview with Rajani Ramachandran,” conducted by Kim-Jamy Nguyen on October 28 and November 2, 2011, <http://www.saadigitalarchive.org/item/20130518-2806>
 - Which questions do you think lend the best results?
 - What are the most memorable or meaningful statements that emerge from this interview? About Austin, about South Asian migration, and about Ms. Ramachandran?
- **Browse:** South Asian Oral History Reception Photos by Yvonne Lim Wilson on Flickr.com, April 17, 2012, <http://www.flickr.com/photos/79215659@N03/sets/72157629484278360/>
- **Browse:** “South Asian Migration to the U.S.” Syllabus created by Amber Abbas, Fall 2011, www.utexas.edu/cola/files/1431834

WEEK FIVE

Monday, February 10

Placing Mexican Americans in Austin’s History

- **Read:** Alexander Stille, “Prospecting for Truth Amid the Distortions of Oral History,” March 10, 2001, <http://www.racematters.org/distortionsoforalhistory.htm>
- **Read:** Austin History Center Press Release, “Austin’s Mexico: A Forgotten Downtown Neighborhood,” <http://library.austintexas.gov/press-release/austin%E2%80%99s-%E2%80%9Cmexico%E2%80%9D-forgotten-downtown-neighborhood>.
- **Read:** Maria G. Medina, “An Exploratory History of the Mexican American Cultural Center; for the use of the ‘Recovering and Preserving the History of the Emma S. Barrientos Mexican American Cultural Center’ Oral History Project for the Austin History Center,” March 24, 2012.
- **Browse:** Listing of Articles for ESBMACC Oral History Project, Austin History Center.
- **Browse:** Mexican American Resource Guide, Sources of Information Relating to the Mexican American Community in Austin and Travis County, Updated by Gloria Espitia, December 2012. <http://www.austinlibrary.com/ahc/downloads/mexambib.pdf>
- **DUE:** “Resource Guide Analysis” option #2
- **DUE:** Out of the Archive presentations #2

Wednesday, February 12

In the Shadow of the Live Music Capital of the World

- **Guest Visit:** Gloria Espitia, neighborhood liaison, Austin History Center
- **READ:** Joshua Pilkington, “Moncivais’ Legacy,” February 26, 2013, <http://www.lavozcolorado.com/detail.php?id=6893#.US4oOrg9BT0.email>
- **WATCH:** Manuel Donley and daughter Sylvia Donley perform “Amor Eterno,” in the late 1990s, posted on the Austin History Center Facebook page.

- **WATCH:** Manuel Donley and daughters Sylvia Donley and Mary Donley Slover perform “Solamente Una Vez,” posted on the Austin History Center Facebook page
- **BROWSE:** Texas Music Museum, <http://texasmusicmuseum.org/history.htm>
- **BROWSE:** Onda Latina: The Mexican American Experience, http://www.laits.utexas.edu/onda_latina/index
- **DUE:** via email by 8:00 a.m. – 3 thoughtful, engaged questions for Gloria Espitia.

WEEK SIX

Monday, February 17

Mexican American Activism in Austin

- **Read:** Gloria Espitia, “**Activism and the Brown Berets of Austin, Texas: 1970s-1980s,**” Terrazas Branch Library, October 1-31, 2013. [Blackboard]
- **Read:** Mary Elizabeth Riley, Excerpts from “**The Austin Chicano Huelga**” (Master’s Thesis, University of Texas at Austin, 1996).
- **Browse:** **PODER Records**, An Inventory of the Collection, <http://www.lib.utexas.edu/taro/aushc/00374/ahc-00374.html>
- **Browse:** Andrés Tijerina, “**Annotated Bibliography of Mexican American Civil Rights Holdings in the Travis County Archives,**” (University of Texas at Austin, 2007).
- **Due:** Out of the Archives Presentations #3

Wednesday, February 19

- **Read:** Jason McDonald, “**Racialization,**” *Racial Dynamics in Early Twentieth-Century Austin, Texas* (Lanham, MD: Lexington Books, 2012), 31-54. [*Focus on these pages*]
- **Read:** Austin History Center Press Release, “**Building a Community: The First Century of African American Life in Texas County,**” <http://library.austintexas.gov/press-release/opening-reception-building-community-exhibit-austin-history-center>
- **Read:** Juan Castillo, “**Exhibit on African Americans in Travis County Tells Stories, Reveals Gaps,**” Austin American-Statesman.com, September 24, 2012, <http://www.statesman.com/news/news/local/exhibit-on-african-americans-in-travis-county-te-1/nSLd3/>
- **Read:** Molly McManus, “**A Look at Austin’s Rich African-American Heritage,**” Austin Woman Magazine, <http://www.austinwomanmagazine.com/building-on-a-legacy>.

WEEK SEVEN

Monday, February 24

- **Read:** Jason McDonald, “Augmenting Segregation,” *Racial Dynamics in Early Twentieth-Century Austin, Texas* (Lanham, MD: Lexington Books, 2012), 65-93.
- **Browse:** “**Desegregation in Austin / Five Decades of Social Change: a Timeline,**” The Austin History Center, <http://www.austinlibrary.com/ahc/desegregation/index.cfm>

- **BROWSE: African American Resource Guide: Sources of Information Relating to African Americans in the Austin History Center of the Austin Public Library**, compiled by Karen Riles, updated by C. Evan, October 2013.
<http://www.austinlibrary.com/ahc/downloads/afambiblio.pdf>
- **DUE:** “Resource Guide Analysis” option #3.
- **DUE:** Out of the Archives presentations #4.

Wednesday, February 26

Developing East Austin

- **Read:** Anthony M. Orum, **“We the People,”** Power, Money, and the People: The Making of Modern Austin (Austin, TX: Texas Monthly Press, 1987), 169-203.
- **Read:** Anita C. Roberts, **“African American Historical Landmarks,”**
<http://www.austintexas.org/visit/true-austin/african-american-landmarks/>
- **DUE:** Out of the Archives presentations #5.

WEEK EIGHT

Monday, March 3

With All Deliberate Slowness

- **Read:** Anna Victoria Wilson and William E. Segall, **“Introduction,”** and **“Death of a School,”** *Oh, Do I Remember! Experiences of Teachers During the Desegregation of Austin’s Schools, 1964-1971* (Albany, NY: State University of New York Press, 1-9; 95-107).
- **Browse: Public Schools Resource Guide**, Compiled by Bob Rescorla and Molly Hults, 2013.
http://www.austinlibrary.com/ahc/downloads/Public_Schools_Guide.pdf
- **In Class:** Assign Project Proposal
- **DUE:** “Resource Guide Analysis” option #4
- **DUE:** Out of the Archives Presentations #6

Wednesday, March 5

Mapping African American Landscapes

- Jane H. Rivera and Gilberto C. Rivera, ***Austin’s Rosewood Neighborhood*** (Charleston, SC: Arcadia Publishing, 2012).
- **DUE:** Out of the Archives Presentations #7

WEEK NINE

- **SPRING BREAK**

WEEK TEN

Monday, March 17

Tracing LGBTQ Histories

- **Read:** “Best of Austin 2013: Best LGBTQ Time Travel: Austin History Center,” *The Austin Chronicle*, <http://www.austinchronicle.com/best-of-austin/year:2013/poll:critics/category:politics-and-personalities/austin-history-center-best-lgbtq-time-travel/>
- **Read:** Leila Rupp, Excerpt, *A Desired Past: A Short History of Same-Sex Love in America* (Chicago, IL: University of Chicago, 1999).
- **Browse:** LGBTQ Resource Guide: Sources of Information Relating to LGBTQ People in Austin, Texas, updated February 19, 2013.
<http://www.austinlibrary.com/ahc/downloads/LGBTQ%20Resource%20Guide.pdf>
- **DUE:** “Resource Guide Analysis” option #5.
- **DUE:** Out of the Archives presentations #8.

Wednesday, March 19

- **DUE: FINAL PROJECT PROPOSAL**
- **PEER WORKSHOP**

WEEK ELEVEN

Monday, March 24

- **Read:** To Be Announced
- **Women’s Resource Guide: Sources of Information Relating to Women, Austin History Center,** Compiled by Sarah Stevens, updated by Susan Rittereiser, November 2013.
http://www.austinlibrary.com/ahc/downloads/womens_resource_guide.pdf
- **DUE:** “Resource Guide Analysis” option #6.
- **DUE:** Out of the Archives presentations #9

Wednesday, March 26

Mapping Austin

- **Read:** “Austin Streets,” an online exhibit from the Austin History Center,
<http://www.austinlibrary.com/ahc/streets/default.htm>
- **Read:** Andrew Weber, “The (Mis)Pronunciations that Keep Austin Weird,” March 12, 2013,
<http://kut.org/post/mispronunciations-keep-austin-weird>
- **Read:** Shelley Bueche, “The Not-so-well-known Historical Namesakes of Austin’s Streets and Buildings,” Culture Map Austin, January 7, 2012, <http://austin.culturemap.com/news/life/01-07->

[12-11-47-well-known-venues-in-austin-named-after-some-not-so-well-known-figures-from-austins-history/](#)

- **Browse:** Austin Historical Wiki: <http://beta.austinhistoricalsurvey.org/>
- **Browse: Real Property Information Sources at the Austin History Center**, n.d., http://www.austinlibrary.com/ahc/downloads/Property_Information_Sources.pdf
- **DUE:** Out of the Archives presentations #9.

WEEK TWELVE

Monday, March 31

Weird City

- Joshua Long, “A Little Background Music: Composing an Austin Sense of Place,” and “Keeping it Weird: Resistance to Landscape Homogenization in Austin,” (Austin, TX: University of Texas Press, 2010), 22-42; 92-122.

Wednesday, April 2

Gentrification and Displacement

- Laylan Copelin, “Austin Struggling to Recruit, Retain Black Professionals,” Austin American-Statesman, October 27, 2012, <http://www.statesman.com/news/news/local/austin-struggling-to-recruit-retain-black-professi/nSpjg/>
- Alison Zavos, “A Portrait of East Austin and the Universal Story of Gentrification,” August 16, 2002, <http://www.featureshoot.com/2012/08/a-portrait-of-east-austin-and-the-universal-story-of-gentrification/>
- Amanda Gray, Excerpt, “Modern Displacements: Urban Injustice Affecting Working Class Communities of Color in East Austin” (Thesis, University of Texas at Austin, 2012).

WEEK THIRTEEN

Monday, April 7

- **To Be Announced**

Wednesday, April 9

- **DUE: First Draft of Project – PEER WORKSHOP**
- **Submit Draft and Annotated Bibliography of sources relating to final project.**
- **ASSIGN: Feedback page**

WEEK FOURTEEN

Monday, April 14

- Individual Meetings / Research Day
- Peer Feedback due

Wednesday, April 16

- Individual Meetings / Research Day

WEEK FIFTEEN

Monday, April 21

- Class Review / Evaluations

Wednesday, April 23

- Student Presentations

WEEK SIXTEEN

Monday, April 28

- Student Presentations

Wednesday, April 30

- Student Presentations
- Final Public Presentations scheduled for Tuesday, May 13, 2:00-5:00 pm, or by class agreement at another time.