

THE AMERICAN CENTURY c.1890-1990

THEME 1: The Struggle for Civil Rights c.1890-1990

PART 1 - Chronology chart

This is a suggested timeline for the theme covering the struggle for Civil Rights c.1890-1990. The content coverage is derived from the Specification.

1890-1945	1945-1968	1968-1990
Impact of the Jim Crow Laws	The activities and achievements of the Civil Rights movement	The process of racial desegregation
Migration south to north	Supreme Court activism and its consequences	Poverty and unemployment 1951-1979
The NAACP and the roles of Booker T Washington and W Du Bois	The impact of Presidential activism: Truman, Eisenhower, Kennedy and Johnson	The impact of the Reagan revolution on civil rights
The impact of the depression and the New Deal	The role and significance of Martin Luther King	The extent of equal opportunities by 1990
The impact of World War II	Malcolm X and the emergence of Black Power	

PART 2 - a conceptual guide

This provides a conceptual guide for the theme of the struggle for Civil Rights c.1890-1990 which attempts to demonstrate how each concept underpins the period, how concepts are linked and the significance of these concepts. The aim is not to focus on the content of events but to provide appropriate guidance regarding historical concepts as appropriate.

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	1890-1945	1945-1968	1968-1990
Cause and Consequence	The impact of the Jim Crow laws The New Deal	The Civil Rights movement Presidential activism	Racial desegregation
Significant individuals	Booker T Washington W du Bois	Martin Luther King Malcolm X	
Turning points	Formation of the NAACP	The impact of the Second World War Supreme Court activism: Brown vs Topeka 1954 The Montgomery Bus Boycott The Civil Rights Act 1964	The Reagan revolution
Key Terminology associated with the theme	Segregation Migration	Black Power	Affirmative action
Similarity and Difference <i>Comparison during a sub-period and even over the whole period can feature</i>	Racial issues in the South 1890-1945	African-American experiences in the North 1920s-1960s	African-American experience in the 1980s

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Change and Continuity

*Teachers should address how far and how quickly these issues changed **over the whole period***

Change in social conditions over the period

Change in voting rights over the period

Change in employment opportunities over the period

Cultural change over the period

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CAUSE AND CONSEQUENCE

The impact of the Jim Crow laws	Centres should examine how and why the Jim Crow Laws were established and how they were applied in different southern states. Centres should point out how the Jim Crow Laws influenced attitudes and developments in the Southern states over the longer period.
The New Deal	Centres should examine the impact of the New Deal of the 1930s. They should emphasise its aims of economic assistance and social justice and how this offered some hope to the fledgling Civil Rights movement in the short term. The influence upon popular attitudes towards the Democratic party as a long term political consequence for civil rights improvement should be examined.
The Civil Rights Movement	Centres should examine how and why the Civil Rights movement grew out of the New Deal and war years. Centres should point out the immediate results of the movement's campaigns in the 1950s and 1960s and the reasons for the fragmentation of the movement in the late 1960s.
Presidential Activism	Centres should analyse how presidential activism had an impact on the struggle for civil rights, for example: Truman's desegregation of the armed forces, Eisenhower's use of federal troops to enforce desegregation in education and Kennedy and Johnson's support for civil rights legislation. Centres should point out the immediate results of these measures of Presidential activism and how they influenced attitudes and developments in the longer term.
Racial Desegregation	Centres should examine how and why attempts at desegregation in education, employment and housing were made after 1968. The growing disenchantment of the Supreme Court with its earlier decisions should be explained. The mixed record of desegregation after 1968 should be also examined along with the reasons for the continuing presence of racial issues in modern American society.

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SIGNIFICANT INDIVIDUALS

Booker T Washington	Centres should focus on the significance of Washington's leadership, methods and advocacy of the African-American community before the First World War. Centres should point out that the methods adopted by, and the pace of change inspired by, Washington was challenged by the formation of the NAACP. Centres should consider the impact of Washington in both the shorter and longer term – in particular the effectiveness and differences between “the Great Accommodator” and his critics, such as Du Bois.
W E Du Bois	Centres should focus on the significance of Du Bois as leader of the Niagara Movement and his disenchantment with Booker T Washington. Centres should point out the importance of Du Bois in the development of the NAACP and the reasons for his increasing radicalism and eventual breach with the NAACP. His longer term significance as a proponent of militant policies should be considered by centres.
Martin Luther King	Centres should focus on the significance of King's leadership and achievements - not only on the Civil Rights movement but also on developments after his death. Centres should point out that the pace of change inspired by King was not uniform and that attitudes / practices he opposed persisted for decades after his death.
Malcolm X	Centres should focus on the significance of Malcolm X as a militant African American activist. His criticism of the emphasis on integration, his support for violent protest and scepticism about Martin Luther King were all themes that persisted after his death and influenced disillusioned activists in the civil rights movement.

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TURNING POINTS

Formation of the NAACP	Centres should focus on the motives behind the formation of the NAACP pointing out differences from the previous campaigns and stress the significance of the changing methodology of the campaign for African-American rights. To consider this as a turning point, centres should highlight the changes introduced by the NAACP and their impact not only on the immediate campaigns but also in the longer term.
Impact of the Second World War	To consider this as a turning point, centres should focus on the impact of the war and stress the significance of the employment opportunities for African Americans and the attempts to combat discrimination during wartime. Centres should point out not only the ways in which the war was instrumental in changing attitudes but also that segregation persisted in the armed services.
Supreme Court Activism	Centres should focus on the increasingly liberal rulings of the Supreme Court especially in the 1950s and the significance of these rulings. To consider this as a turning point, centres should point out that, important though these rulings were, the pace of desegregation was variable because of legal delays and political opposition.
The Montgomery Bus Boycott	Centres should focus on the impact that the Bus Boycott had in galvanising the civil rights movement. Centres should point out how the boycott not only unified the movement but also provided inspiration at home and abroad. To consider this as a turning point, the significance of the boycott in providing a platform for Martin Luther King should be considered.
The Civil Rights Act 1964	Centres should focus on the importance of public pressure, Johnson's handling of Congress and the legacy of Kennedy's assassination in achieving this comprehensive reform which outlawed racial discrimination. To consider this as a turning point, centres should point out the long term impact of the legislation set against the persistence of racial prejudice, social inequality and inter-racial violence in the USA.
The Reagan revolution	Centres should focus on the impact that Ronald Reagan's election to the presidency had on issues of race and politics. To consider this as a turning point, the significance of the defection of white southerners to the Republican party and the challenge presented to affirmative action and welfare policies should be stressed in the long term assessment of racial discrimination in US society.

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KEY TERMINOLOGY

Segregation	Centres should focus on the reasons why segregation had been adopted and on the consequences for both white and black Americans, especially in certain southern states. Centres should look at how segregation was challenged in a variety of social, economic and political developments over the period – for example in education and transport issues in Montgomery.
Migration	Centres should focus on the impact of the movement of African Americans from the rural south to the urban centres of the south and the north in the early twentieth century. The consequences of migration on the erosion of the Jim Crow laws in the south and the generation of the Civil Rights movement should be examined.
Black Power	Centres should focus on the tradition of Black Power or Nationalism and its significance in the events of the 1960s. Centres should point out the divisions between the advocates of Black Power as popularised by Stokeley Carmichael and the more moderate NAACP. The impact on the growing divisions within the Civil Rights movement especially after the Olympic Games of 1968 should be examined by centres.
Affirmative action	Centres should focus on the reasons why affirmative action was adopted in many states after the Civil Rights legislation of the 1960s and the reasons why it became a source of great controversy. The influence of Supreme Court rulings should be examined in particular, as well as the challenge presented by the Reagan administration to affirmative action.

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SIMILARITY AND DIFFERENCE

Racial issues in the south 1890-1945	Candidates should focus on understanding the prevalence of racial attitudes and discrimination in the southern states examining the extent to which this was similar or different to other regions of the USA. This issue can be linked to change and continuity over the whole period if appropriate.
The African-American experience in the North 1920s-1960s	Candidates should focus on the African American experience in the North particularly during and after the Great Migration examining the extent to which that experience was similar and different to that elsewhere in the USA and in previous decades. This can be linked to change and continuity over the whole period if appropriate.
The African American experience in the 1980s	Centres should focus on understanding how far the experiences of African-Americans in the USA in the 1980s were similar or different to those in previous decades. This can be linked to change and continuity over the whole period if appropriate.

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CHANGE AND CONTINUITY

Change in social conditions over the period	<p>Centres should focus on understanding the social changes that underpinned progress in civil rights. In order to consider issues of change and continuity across the whole period, centres should examine:</p> <ul style="list-style-type: none">• the social conditions connected with segregation• the changes introduced by the New Deal legislation• how the social conditions following the ending of segregation changed• the extent of change in social conditions by 1990 <p>Centres should also consider the role of prominent individuals such as FD Roosevelt, Rosa Parks and Martin Luther King in influencing social change over the period.</p>
Change in voting rights over the period	<p>In order to consider issues of change and continuity across the whole period, centres should focus on understanding the different campaigns across the period that led to reform in voting rights and also raised awareness of the attitudes that inspired opposition to reform at both state and federal levels. The impact of the Civil Rights movement on the limited reforms of 1957 and 1960 and the more far reaching act of 1965 should be examined as should reactions to this latter legislation.</p> <p>Centres should also consider the role of prominent individuals including WB du Bois, Martin Luther King and Lyndon Baines Johnson in influencing political change over the period.</p>
Change in employment opportunities over the period	<p>Centres should focus on understanding the changes in employment patterns for African-Americans during the twentieth century and the reactions of other American citizens to these changes. The impact of south-north migration, the New Deal and the Second World War in particular should be examined as should the extent of change by the 1980s.</p>
Cultural change over the period	<p>Centres should focus on understanding the impact of African-American musical forms on popular culture and attitudes towards race. The importance of African American jazz artists in beginning to undermine racial barriers before World War II should be examined. Opposition to the growth of new popular music in the 1950s should be considered as well as its general popularity across all of US society. By contrast the incidence of rap music presented a more aggressive alienation in the 1980s that tended to polarise African-American and white societies.</p>

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Part 3 Resources

Books

Author	Title	Publisher	ISBN
V Sanders	Civil Rights and Race Relations in the USA 1850-2009	Hodder	978-1471838255
R Field	Civil Rights in America 1865-1980	Cambridge	978-0521000505
R Norrell	The House I Lived In: Race in the American Century	Oxford	978-019-507345
E Foner	Forever Free	Vintage	978-0 375 70274-7
T Banch	The King years: Historic moments in the Civil Rights movement	Simon Schuster	978-1451678970

AUDIO - VISUAL RESOURCES

Gone with the Wind [DVD] (1939)

Dr. Martin Luther King: A Historical Perspective [DVD] (1994)

Malcolm X [DVD] (1992)

Mississippi Burning [DVD] (1988)

Selma [DVD] (2015)

Internet sites

<http://www.civilrights.org/resources/civilrights101/chronology.html>

<http://www.history.com/topics/black-history/civil-rights-movement>

<http://www.historylearningsite.co.uk/the-civil-rights-movement-in-america-1945-to-1968/>

THE AMERICAN CENTURY c.1890-1990

THEME 2: The Making of a Superpower c.1890-1990

PART 1 - Chronology chart

This is a suggested timeline for the theme covering society in transition, c.1890-1990. The content coverage is derived from the Specification.

1890-1919	1919-1945	1968-1990
Manifest Destiny and imperialism	The USA and the peace treaties	The onset of the Cold War and the role of Truman
The Spanish-American War	Isolationism in the 1920s and 1930s	The onset of the Cold War and the role of Truman
The role of Woodrow Wilson in foreign policy	The role of FD Roosevelt in foreign policy	Conflict in Korea and Vietnam
The role of the USA in World War I	The role of the USA in World War II	The impact of the Cuban Missile Crisis
		Détente and the ending of the Cold War
		The foreign policy of Reagan

PART 2 – a conceptual guide

This provides a conceptual guide for the theme of the making of a superpower c.1890-1990 which attempts to demonstrate how each concept underpins the period, how concepts are linked and the significance of these concepts. The aim is not to focus on the content of events but to provide appropriate guidance regarding historical concepts as appropriate.

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	1890-1919	1919-1945	1945-1990
Cause and Consequence	Imperialism and the Spanish American War	America and the peace treaties Franklin Roosevelt's foreign policy	The Vietnam War Ronald Reagan's foreign policy
Significant individuals	Woodrow Wilson	Harry Truman	John Foster Dulles Richard Nixon
Turning points	Entry into the First World War	The Second World War	The Korean War The Cuban Missile Crisis
Key Terminology associated with the theme	Manifest Destiny	Isolationism	Cold War Domino theory Detente
Similarity and Difference <i>Comparison during a sub-period and even over the whole period can feature</i>	The development of US power and influence to 1929	The USA as a world power	The USA and the fall of communism
Change and Continuity <i>Teachers should address how far and how quickly these issues changed over the whole period</i>	Attitudes to foreign policy over the period The extent of military power over the period Politics and the language of power in foreign affairs over the period Economic superiority and its impact on foreign affairs over the period		

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CAUSE AND CONSEQUENCE

Imperialism and the Spanish American War	Centres should examine how and why there was conflict between Spain and the USA in the early twentieth century. Consideration of America's imperialism is important here and centres should point out the consequences of the war especially the occupation of Cuba and the Philippines and the impact made on the direction of US foreign policy in the longer term.
America and the Peace Treaties	Centres should examine the motivation of the USA and, in particular, Woodrow Wilson's role in the Paris Peace Conference. Centres should examine the consequences of America's involvement in World War I including the influence of isolationism and attitudes towards disarmament and reparations in the long term development of US foreign policy between the wars.
Franklin Roosevelt's foreign policy	Centres should examine the reasons behind Franklin Roosevelt's foreign policy choices especially before US entry into World War II and in relation to the developing crises in Asia and Europe. Centres should point out the consequences of the Neutrality Acts and the impact of continuing isolationism on attitudes and developments in US foreign policy.
The Vietnam War	Centres should examine how and why the USA became involved in the Vietnam War. Centres should point out the immediate consequences of the failure in Vietnam and the effects on the longer term development of US foreign policy in the late twentieth century.
Ronald Reagan's foreign policy	Centres should examine how and why Ronald Reagan changed the direction of US foreign policy in the 1980s. Centres should point out the immediate consequences in terms of the largest military build- up in US history and the impact of Reagan's foreign policy on the end of the Cold War.

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SIGNIFICANT INDIVIDUALS

Woodrow Wilson	Centres should focus on the significance of Wilson's idealistic leadership in foreign policy, including his early advocacy of anti-imperialism and human rights. Centres should point out the failure of his attempts to mediate in the First World War and the decision to join the war against Germany. Centres should consider the impact of his leadership in the short term in the making of the peace treaties and in the longer term of America's emergence as a formidable economic and military power.
Harry Truman	Centres should focus on the significance of Truman's leadership and achievements in foreign policy, not only the decision to use atomic bombs but also the long term significance of his key support for the United Nations and the implementation of the Truman Doctrine in the development of US foreign policy.
John Foster Dulles	Centres should focus on the significance of John Foster Dulles's foreign policy. His rejection of Truman's containment policy led to a more assertive foreign policy in the 1950s, raising the stakes in the Cold War, as well as a nuclear weapons build- up which had effects on US foreign policy well beyond the 1950s.
Richard Nixon	Centres should focus in the significance of Nixon's foreign policy. Centres should point out the flawed attempts to end the Vietnam War, the policies of détente with China and the USSR and the use of clandestine power to undermine left-wing governments in South America. Centres should consider how these policies impacted upon US foreign policy in the later twentieth century.

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TURNING POINTS

Entry into the First World War	Centres should focus on the motives behind US entry into the First World War and stress the significance of this development in changing perceptions of the USA as a significant military and economic power. Centres should point out how this development impacted upon the direction of US foreign policy, particularly disillusionment with Wilson's policies and the revival of isolationism.
The Second World War	Centres should focus on America's emergence from isolationism illustrated and explained by Lend Lease and the Atlantic Charter. The significance of America's economic and industrial might in allied victory should be stressed. Centres should point out how the USA's participation affected its relationships with its wartime allies and impacted upon the events leading to the onset of the Cold War.
The Korean War	Centres should focus on the impact of the first major conflict of the Cold War on US foreign policy. The significance of Chinese involvement and the risk of a nuclear war should be stressed as well as the attempts to limit the conduct of the war. Centres should point out the long term impact of the Korean War on US commitments to NATO, military build- up and future conflicts in Laos and Vietnam.
The Cuban Missile Crisis	Centres should focus on the context which created the Cold War's most dangerous moment. The significance of the crisis both in de-escalating confrontation with the hotline and the test ban treaty should be stressed. At the same time the role of the crisis in hardening US policy towards Cuba and perhaps Vietnam should be stressed. Kennedy's effective crisis management and restraint had a long term impact on the future conduct of foreign policy.

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KEY TERMINOLOGY

Manifest Destiny	Centres should focus on the concept of Manifest Destiny which was used to legitimise the expansion of the USA originally in the West but later to justify US expansionist and imperialist policies generally. The significance of this concept should be stressed in the evolution of US foreign policy before the First World War but its longer term impact should also be examined not only in relation to supporters of US policy but also those who were critical of the concept.
Isolationism	Centres should focus on the reasons why isolationism was such a powerful influence on US foreign policy and on the consequences of Wilson's attempt to involve the USA in the League of Nations and the operation of Roosevelt's policies between 1933 and 1941. Changing attitudes to the concept of isolationism can be explained in the context of USA support for the UN and NATO after 1945 and the direct involvement of the USA in conflict in Asia during the Cold War.
The Cold War	Centres should examine the reasons behind this doctrine that communist subversion would influence neighbouring states to collapse like a line of dominoes. The significance of the theory in explaining US foreign policy in the 1950s and 1960s, in particular, should be stressed as well as the reasons why the theory came to be discredited after the Vietnam debacle.
Domino Theory	Centres should examine the reasons behind this doctrine that communist subversion would influence neighbouring states to collapse like a line of dominoes. The significance of the theory in explaining US foreign policy in the 1950s and 1960s, in particular, should be stressed as well as the reasons why the theory came to be discredited after the Vietnam debacle.
Detente	Centres should focus on the reasons why the policy of improving relations with USSR/China came to be adopted by the USA. The significance of the Nixon visit to China in 1972 and attempts to limit the nuclear arms race should be stressed along with the results of these policies by the late 1970s. The challenge presented to détente by Reagan's policies, in particular SDI, should be examined alongside the partial success of START in the 1980s.

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SIMILARITY AND DIFFERENCE

The development of US power and influence to 1929	Centres should focus on the similarities and differences in the position of the USA as a world power by 1929 compared to its position in 1890. Centres could compare the motives behind US foreign policy focusing on influences such as expansionism, imperialism, idealism and isolationism.
The USA as a world power	Centres should focus on the USA's emergence as a superpower during and after the Second World War, understanding the factors that led to similarities and differences between the world position of the USA in the aftermath of the First World War and the aftermath of the Second World War. This can be linked to change and continuity over the whole period if appropriate.
The USA and the fall of communism	Centres should focus on the strengths and weaknesses of the USA as a superpower in the late 1980s, understanding the similarities and differences between its position in 1990 with that after the Second World War. This can be linked to change and continuity over the whole period if appropriate.

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CHANGE AND CONTINUITY

Attitudes to foreign policy over the period	Centres should focus on the extent to which US foreign policy changed from 1890-1990. Centres should focus on changing attitudes from expansionism to isolationism in the early century and from intervention to détente as the century progresses. The reasons for these changes in attitude should be explored in order to explain the extent of change.
The extent of military power over the period	Centres should focus on the USA's military contribution to victory in the First and Second World Wars and how this helped to create a superpower. Centres should also focus on understanding the consequences of this military supremacy as the first nuclear power and how this impacted on the USA's continuing position as the world's leading military power during the Cold War and its reaction to the threat from the USSR and China.
Politics and the language of power in foreign affairs over the period	Centres should focus on concepts such as Manifest Destiny and imperialism in influencing the expansionist surge in US foreign policy in the early twentieth century and examine how isolationism emerged as an alternative philosophy. The conflicting themes of détente and the domino theory should be examined and their consequences for the direction of policy after 1945.
Economic superiority and its impact on foreign affairs over the period	Centres should focus on the developing economic and technological superiority of the USA in underpinning the rise of the USA as a superpower. This massive superiority as 'the world's banker' in the 1920s and the 'arsenal of democracy' in the Second World War should be examined as well as its vulnerability in the depression years. Centres should focus on understanding the consequences of the US' leading economic position in examining change and continuity in foreign policy over the period

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Part 3 Resources

Books

Author	Title	Publisher	ISBN
Christine Bragg	Vietnam, Korea and US foreign policy 1945-75	Heinemann	978-0435327088
Vivienne Sanders	The USA and Vietnam 1945-75	Hodder	978-0340929308
S. Ambrose and D. Brinkley	Rise to Globalism: American foreign policy since 1938	Penguin	978-0142004944
George Herring	From Colony to Superpower: US Foreign relations since 1776	Oxford	978-019-976553-9
J.L. Gaddis	The Cold War	Penguin	978-0 713 99912-9

Audio – Visual resources

Fat Man and Little Boy [DVD] (1989)

Thirteen Days [DVD] (2000)

Apocalypse Now [DVD] (1979)

The Deer Hunter [DVD] (1978)

Internet sites

Materials on Cold War and Vietnam www.historylearningsite.co.uk

Materials on Vietnam, Cold War and US presidents www.history.com/topics