This dissertation is a critical performance ethnography about public school desegregation in Longview, Texas. This dissertation asks: How does understanding the process of public school desegregation in Longview, Texas from the perspective of students, parents, and administrators who experienced it help us better understand persistent practices of institutional and everyday racism today? Combining theories of performance with critical race theory (CRT) and cultural geography, I argue that examining the stories told about desegregation in Longview provides a way to understand how race shapes life and identity in East Texas. Thinking spatially, temporally, and theatrically, I use “stages of (de)segregation” to frame my analysis of this history. Chapter 1 proposes a new methodological framework for researchers studying their hometowns. First, I outline the importance of spatiality and researcher positionality in conducting a hometown ethnography. Next, I delve into the specific contexts of conducting research in my hometown Longview, Texas, and outline the significant role race and East Texas identity play in my project. I finish the chapter with an analysis of interviews from Doris McQueen and Dorothy Walker. Moving into Chapter 2, I turn my attention to the history of institutionalized racism and look at three specific moments when children questioned their relationship to racial categorizations. To do this, I pivot between two stages: courtrooms and living rooms.
argue these sites, one public and the other private, direct our attention to the ways the large-scale, institutionalized articulations of race assert themselves into smaller everyday moments in children’s lives. Chapter 3 analyzes three moments of conflict that happened in Longview during desegregation. Taken together, these stories provide insight into the district’s response and the ways the community at large reacted to the bombing. Finally, Chapter 4 focuses on the more creative aspects of my performance methodology and how I create theatrical performances to better understand and approach my research question. I explain how my commitment to theatricality helps me literally and metaphorically unpack my research and translate it to the stage within an anti-racist framework.

Date of publication
2020

Keyword
critical performance ethnography
Education history
storytelling
Theater
performed ethnography
East Texas
American studies
anti-racism
public school desegregation

DOI
https://doi.org/10.17615/ayya-9f67

Resource type
Dissertation

Advisor
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Degree
Doctor of Philosophy

Degree granting institution
University of North Carolina at Chapel Hill Graduate School

Graduation year
2020

Language
English

Parents:
This work has no parents.

Items

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Desegregation in Schools. Original Title: school law major legal issue research paper school desegregation. Jim Crow laws mandated the segregation of
public schools, public places and public transportation, and the segregation of restrooms, restaurants and drinking fountains for whites and blacks.
Victory against Jim Crow did not come until 1954 (www.education.findlaw.com). In the 1950s, 17 states and the District of Columbia had laws prohibiting school
desegregation. Several cases appeared before the U.S. Supreme Court challenging the. Continue reading the main story. Retro Report. Desegregation and
the Public Schools. Video. A story of America’s school integration and what happened when the buses stopped rolling. This week’s Retro Report video, “The
Battle for Busing,” follows the story of the Charlotte-Mecklenburg district, which became a national model for racial integration for 30 years only to resegregate
about a decade ago, after a court ruling lifted the mandatory integration plan. When the Charlotte busing plan began in 1971, there were whites who
threatened to go to jail before they would let their children attend schools with blacks. The open racism voiced by whites in the Retro Report’s archival footage
is vicious and ugly; students were injured when fistfights broke out between whites and blacks.

LONGVIEW — At the first Friday football game in the first school year since the school district in this East Texas town had been declared racially integrated — nearly 50 years after a federal court order — thousands of
spectators dressed in forest-green Lobos gear filled the stadium anticipating a win. Forty-seven years later, Longview was one of only three Texas districts
that continued some form of desegregation plans with San Antonio and Odessa. After the federal court ruled the district was no longer required to use
integrated plans, a board of education unanimously approved a voluntary plan to keep the district’s schools segregated and ensure that students of color had equal opportunities to graduate and succeed beyond high school.