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AMH 3310 Social Movements in American History

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Office and Office Hours,
LC 323
MW 1:00 p.m. – 2:00 p.m.

Course Description and Objectives:

In 1965, Bayard Rustin wrote,

“What is the value of winning access to public accommodations for those who lack money to use them? The minute the movement faced this question, it was compelled to expand its vision beyond race relations to economic relations, including the role of education in modern society. And what also became clear is that all these interrelated problems, by their very nature, are not soluble by private, voluntary efforts but require government action or politics.”

This course examines various organizations and social movements that attempted to bridge the distance between “protest” and “politics.” Students will evaluate various movement strategies of resistance including nonviolent resistance, mass mobilization, political art, culture and music, the use of media, propaganda, and self-defense. Students also will investigate the ways in which activists attempted to secure tangible rewards for their efforts in the form of policies, jobs, education, legislation, or governmental protection for civil rights.

In addition, many of the texts and articles examine social activism within a broader context of the Cold War era as well as the national and transnational ideological and political social movements in Asia, Africa, Latin America and the Caribbean. Moreover we will assess the ways in which the articulation of movement goals and ideologies were informed by gendered constructions of “manhood” and “womanhood.”

During the course of the semester students will explore The Civil Rights Movement, The Feminist Movement, The concept of “Black Power,” The Young Lords Party, New Left Movements, anti-colonial movements, The gay rights movement, and Tricontinental Ideology. The course also examines the rise of what Joseph Crespino calls, “the Conservative Couterrevolution” as it launched a significant cultural, ideological and political challenge to the Leftist organizations and politics.

Major and Curriculum Outcomes Targeted:

Goal A. Global Perspective:

Students will identify and describe the development of anti-imperialist social movements from multiple perspectives.

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Goal II. Global Awareness:

Outcome 2: Students will compare and contrast national and transnational social movement and in doing so, will be able to discuss world conditions associated with local, global, international trends and systems as they relate to the generation of ideas about race relations and socioeconomic disparities.

Goal III. Global Engagement

Students will engage in problem solving activities in which they examine the responsibilities communities of people share in questioning ideas about governance and socioeconomic inequities, as well as the part they play as individuals.

Course Requirements and Guidelines

Required Texts:

Echols, Alice. *Daring to be bad: Radical Feminism in America, 1967-75*. University of Minnesota Press, 1990.

Peniel, Joseph. *Waiting t'il the Midnight Hour: A Narrative History of Black Power in America*.

Perlstein, Rick. *Nixonland: The Rise of a President and the Fracturing of America*.

Pulido, Laura. *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles*. Berkeley, CA: University of California Press, 2006.

Singh, Nikhil. *Black is a Country: Race and the Unfinished Struggle for Democracy*. Cambridge: Harvard University Press, 2005.

Grading Policy.

Attendance and Active Classroom Participation: 10%

1. 5 -6 pages Description of Paper Topic,
Working Thesis and
Annotated Bibliography of
Primary and Secondary Sources. 10%

1 4-5 page Critical Book Review 10%

1 Presentation on assigned book/article 10%

1. Presentation on Paper Topic 10%

1 20 min. Presentation on Final Paper 20%

Final Paper 20-25 pages 30%

Description of Paper Topic, Working thesis, and Annotated Bibliography of sources.

This assignment is designed to give students an early start on their final papers. Students will submit a 5 to 6 page description of the paper, a thesis statement and an annotated bibliography of the key primary and secondary sources that will be used in the paper. For those students applying to graduate school, portions of this assignment may be used in their statements of purpose.

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On the day that paper topics are due, students also will present their paper topic to the class. We will work collaboratively to think of possible resources and research questions that each student should consider while researching and writing the paper.

One Critical Book Review

Students are required to write one five to six paper in which they critically review one of the assigned texts. However, students must write a review that explores the ways in which they find the author persuasive. The review must critique the central argument and the use of sources as they support the author's argument. The review must also allude to other evidence that challenged the core premise of the author's text.

For information on writing book reviews please consult:

http://www.indiana.edu/~wts/pamphlets/book_reviews.shtml

Please Note: For the purposes of writing papers, the use of Wikipedia, answers.com, and other non-scholarly websites is prohibited. Papers should be based primarily on the reading assignments. You may also refer to scholarly books and articles secured via the online databases JSTOR and Project Muse.

One 20 minute Presentation on assigned article or book: Each week students will be responsible for leading discussions on an assigned text. Students will share with the class:

1. The author's central argument.
2. The evidence used to support the argument.
3. The strengths and weaknesses of the text.

One 20 minute Presentation on Final Paper.

Students must present to the subject of the Final Paper. Power point presentations are encouraged. Students will receive feedback from their peers as well as representatives of the history department faculty.

Final Paper

The Senior Seminar requires an original, final research paper on the topic of your choice.

Active Learning and Participation

Students are expected to come to class, on time, having read the material. Also bring required texts and/or copies of articles and essays with you to class. Please turn off all cell phones, blackberries, pagers, palm pilots before class begins. Do not text, check e-mail, or surf the web while in class. Electronic devices must be hidden from view during all examinations and in-class exercises.

I encourage students to engage the texts as well as each other. The best classes often are those in which students express a diversity of ideas, thoughts, and opinions. The

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classroom is a space in which students should feel free to challenge each other intellectually, yet respectfully. However, participants will be expected continually to support their arguments and opinions with references to texts. Read the texts *critically*. I encourage students to come to class prepared with notes articulating both negative and positive reactions to the texts. Underline, highlight, and note the page numbers in places where you were particularly struck by the merit of an author's argument or lack thereof. Students should be able to determine the main idea and stated purpose of each reading assignment and/or book and its historical context and significance. Students also should be prepared to discuss the ways in which authors use language, rhetoric, and tone to articulate their ideas. Be prepared to analyze the ways in which the authors are persuasive as well as the ways in which the arguments falter. Other questions for consideration include: Who is the author's intended audience? In what ways does the author support his/her thesis? Are the author's assumptions valid or problematic? In what ways can the author's thesis be challenged? How does the author's work challenge or support others' you have read in the course?

Plagiarism

Just don't do it. Plagiarism is often quite obvious to instructors. Don't kid yourself into thinking that you can get away with it. Below please read FIU's Plagiarism Policy:

FIU views plagiarism as one form of academic misconduct, and adopts the definition of the university's Code of Academic Integrity, according to which plagiarism is

the deliberate use and appropriation of another's works without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for the ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.

- a. Examples of plagiarism include, but are not limited to:
1. Term papers acquired online or from other sources;
 2. Copying of original material without attribution;
 3. Use of other students' work;
 4. Copying and pasting, verbatim, information from Internet sources, without quotation marks and correct citation.

Students caught plagiarizing may be subject to failing the course and university disciplinary charges.

Before you write your first paper you are required to review the website below:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Weekly Schedule

Week One, August 26th

Introduction to the Course

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Week Two, Sept. 2

Excerpt from, Penny M. Von Eschen, Race Against Empire: Black Americans and Anticolonialism, 1937-1957 (1997) (CE6)

Jacqueline Dowd Hall, "The 'Long' Civil Rights Movement and the Political Uses of the Past." (CE6)

Eric Arnesen, Reconsidering the Long Civil Rights Movement (CE6)

Bayard Rustin, *From Protest to Politics: The Future of the Civil Rights Movement*.

<http://www.blackpast.org/?q=1965-bayard-rustin-protest-politics-future-civil-rights-movement-0>

Week Three, Sept. 9

Paper Topic Due.

Singh, Nikhil. *Black is a Country: Race and the Unfinished Struggle for Democracy*.

Week Four: Sept. 16

Echols, Alice. *Daring to be Bad: Radical Feminism in America, 1967-75*.

Week Five: Sept. 23

Pulido, Laura. *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles*

Week Six: Sept 30

Description of Paper Topic, Working Thesis and Annotated Bibliography of Primary and Secondary Sources Due.

Paper Topic Presentations.

Week Seven, Oct. 7

View Excerpts from Film *I Am Cuba!*

Besenia Rodriguez, "De la Esclavitud Yanqui a la Libertad Cubana": U.S. Black Radicals the Cuban Revolution, and the Formation of a Tricontinental Ideology." (2005)

Harold Cruse, (1960) "A Negro Looks at Cuba."

Ernesto Che Guevara, "Message to the Tricontinental" (1967)

<http://www.marxists.org/archive/guevara/1967/04/16.htm> and "At the United Nations"

(1964) <http://www.marxists.org/archive/guevara/1964/12/11.htm>

Week Eight, Oct 14

Justin David Suran, "Coming Out Against War: Antimilitarism and the Politicization of Homosexuality in the Era of Vietnam," American Quarterly 53:3 (Sept. 2001): 452-88.

Craig M. Loftin, "Unacceptable Mannerisms: Gender Anxieties, Homosexual Activism, and Swish in the United States, 1945-1965" Journal of Social History - Volume 40, Number 3, Spring 2007, pp. 577-596.

Valerie Jenness and Kendal Broad, "Antiviolence Activism and the (In) Visibility of Gender in the Gay/Lesbian and Women's Movements." Gender and Society, Vol. 8, No. 3,

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Week Nine, Oct. 21.

Young Lords Party 13-Point Program and Platform.

http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Young_Lords_platform.html

Jennifer Nelson, "Abortions under Community Control": Feminism, Nationalism, and the Politics of Reproduction among New York City's Young Lords [Part 1 of 5] Journal of Women's History 13 Spring 2001 <http://palante.org/Women&Health.htm>

Film: Yo Soy Boricua, Pa'que Tu Lo Sepas!

Week Ten: Oct. 28.

Patrice Lumumba, "Independence Day Speech." (1960) www.africawithin.com/lumumba

Malcolm X, "Message to the Grassroots." (1963)

<http://www.teachingamericanhistory.org/library/index.asp?document=1145>

Peniel Joseph, *Waiting 'Til The Midnight Hour: A Narrative History of Black Power in America*

Week Eleven: Nov. 4

First Draft Due.

First Speaker TBA.

Week Twelve: Nov. 11

Veterans Day: No Class.

Week Thirteen: Nov. 18

Perlstein, Rick. *Nixonland: The Rise of a President and the Fracturing of America.*

Week Fourteen: Nov. 23-25.

Presentations

Week Fifteen. Nov 30- Friday Dec. 4.

Presentations

Week Sixteen: Dec. 7- 11

Final Paper Due: TBA.