

Professor Ruth Feldstein
Email: feldst@andromeda.rutgers.edu
973 353 3884
Office hours: Tuesday, 12-1, and by appointment

America in the 1960s and 1970s: Graduate Research Seminar

History 26: 510:585: 01, American History, 1945-Present
American Studies 26: 050:550:01, Topics in Cultural History and Artistic Production
Tuesday, 5:30-8:10
Conklin 445
Fall 2014

SUMMARY

This research seminar is designed for graduate students to develop skills in **three** areas:

1. Content and historiography: Students will explore several of the subjects that concern scholars of the 1960s and 70s, and the different methods that scholars use to research and write about these subjects.
2. Writing: Students will research and write original scholarship on this period.
3. Professionalization: Students will work together—reading, evaluating, discussing and critiquing each other's work.

During the first half of the semester, we will read secondary sources intensively. During the second half of the semester, we will focus more on *process*—specifically, researching and writing. In workshops and small groups, and in one-on-one meetings with me, we will consider how to develop research questions and define research topics, how to find sources, and how to work with documents and interpret these sources. We will also focus on how to outline, draft, write, and revise seminar papers in ways that incorporate these research techniques.

NOTE: This is not a graduate readings seminar and is **not** a comprehensive survey of the period or of scholarship on the period; nor does it focus on primary sources from the era. Because this is a research seminar, we are focusing on a few topics in more depth—with attention to questions of research and method—more than we are trying for coverage. Consequently, SO MANY topics and questions that were relevant in this era and that remain relevant to scholars of this era are not on our reading list. You may end up developing a paper topic that has little to do with the content of the required readings. And regardless of your topic, to write an effective research paper, you will be reading a great deal that is off of the syllabus.

REQUIRED TEXTS (available at R-N bookstore and on reserve)

Joseph, Peniel. *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America* (Henry Holt, 2007).

Potter, Claire Bond, and Renee Romano, eds. *Doing Recent History: On Privacy, Copyright, Video Games, Institutional Review Boards, Activist Scholarship and History that Talks Back* (University of GA, 2012).

Films (available on Netflix, etc. and on reserve on 4th floor of library- Media Services)

Olsson, Goran Hugo, director. *The Black Power Mixtape 1967-1975* (2011).

Davis, Kate, director. *American Experience: Stonewall Uprising* (2010).

Optional (sections of these books are required and they're great to own, but I will scan the required sections onto bb).

Gore, Dayo and Jeanne Theoharis, eds., *Want to Start a Revolution: Radical Women in the Black Freedom Struggle* (NYU Press, 2009).

Hanhardt, Christina. *Safe Space: Gay Neighborhood History and the Politics of Violence* (Duke, 2013).

Strub, Whit. *Perversion for Profit: The Politics of Pornography and the Rise of the Right* (Columbia, 2013).

Plus REQUIRED ARTICLES and CHAPTER EXCERPTS. These are indicated by * on the syllabus and are either available on the class blackboard site or online thru Project Muse, JSTOR, and other library databases. You must go through the library search on your own to get these links

PLEASE BRING ALL REQUIRED READINGS TO CLASS.

Recommended Background Reading:

If you feel that you have significant gaps in your basic knowledge about the period, I recommend Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960s*; Beth Bailey and David Farber, ed., *The Columbia Guide to America in the 1960s*; Bailey and Farber, eds., *America in the 1970s*; and/or Bruce Schulman, *The Seventies*.

Finally, ESPECIALLY for those of you who are doing major research for the first time, I strongly urge you to draw on Wayne Booth, et al, *The Craft of Research*, OR Jules Benjamin, *A Student's Guide to History*. These books offer crucial nuts and bolts information about the process of researching and writing.

GRADING AND CLASS REQUIREMENTS

The requirements are designed to strengthen reading, writing, and verbal skills, and specifically, to develop the skills necessary to write a paper based on original research with primary sources. Seminar requirements are also oriented toward learning how to work together as part of a larger community of scholars.

- Participation and Responses to Readings (25%)
- **ONE** article review essay, 5-7 pages (25%)
- Paper proposal, thesis summary, and source analysis (10%)
- Final Essay, approximately 20-25 pages, double spaced, (250 words per page), footnotes required (40%)

1. Participation and Responses to Readings (25%)

This crucial component of the class includes:

- Attendance, completing reading by assigned dates, and thoughtful participation in class discussions. Please let me know in advance if you will not be in class. Your comments must suggest that you've done the reading thoughtfully and *thoroughly*. **NOTE:** Students are always expected to read the footnotes or endnotes carefully and in tandem with the text.

• Oral presentation/starting questions. During the first half of the semester several students each week will work together to start the seminar discussion. Students will offer a **brief** overview and **three to four questions** to the class as a starting point for our discussion. These overviews should help launch our discussion, and, with a focus on any TWO of the required readings, take the following into consideration: how do the scholars approach the period?; what questions is each scholar asking?; how does he/she go about answering those?; what kinds of research and story-telling strategies does the scholar use?; how has the work been received?; what are the main interventions the article/book seeks to make?; how are the required readings similar to/different from each other?

In other words, these presentations should be oriented toward the **argument, method, and reception** of the readings (article, chapters, or book); they should NOT simply offer biographies of the scholar/s OR summaries of the readings. Overviews and the lead-off questions should also generate further discussion. Students presenting must send their questions to me by Monday at 5 pm; you may also post questions on a class discussion list on blackboard. (**10 minutes max.**—per group.)

- Footnote exercise: Reading both text and footnotes carefully is an important skill to develop, one which will help you as you write your own text and footnotes. At any point during the semester, please choose one required reading (*not* from Romano and Potter) and then choose one footnote from that required reading to study. Locate ONE-TWO primary sources that the author cites in that note. At least one must be a **written** primary source. Read this source (or sources) and consider the following three questions: 1. Does the author cite and quote this source correctly? 2. How does the author read/interpret and “use” this source? 3. Do you agree? Whether or not you agree, what other possible readings or interpretations does this source lend itself to?

The week that you do this assignment, please come to class prepared to discuss these questions about sources and footnotes; a 1-page short summary is required (ungraded, but part of class participation).

2. ONE article review essay (25%)

Each student must write one essay (5-7 pg) that responds to **two** required articles. You have three opportunities to submit this essay: **September 23, October 7 or October 14**. You may want to incorporate the articles on which you present, but that may not always be possible and is certainly not required. The essay should focus on issues of research and method, with attention to sources, evidence, argument and narrative, and the assumptions (implicit or explicit) that each scholar may make about the 1960s and 70s. This essay must advance your own thesis, one that you develop based on your reading and comparative analyses; you should not simply summarize the scholarship. For sample book review essays, please consult with the *American Quarterly*, *American Literary History*, *Reviews in American History*, or the *New York Review of Books* (among many others!). See more on this assignment below.

3. Proposal, Thesis Summary, Source Analysis (10%)

- a. Paper Proposal (**MONDAY, October 20**)
- b. Source Analysis (**November 4**)
- c. Thesis Summary (**November 11**)

See more below.

4. Final Essay (40%) 25 pages. Monday, December 15

This portion of your grade will be determined not only by the final product (though of course, the quality of the final research paper matters a great deal!), but also by the quality of each student's engagement with the overall process. In addition to the proposal, source analysis and thesis summary (#3 above), the steps along the way include writing/revising drafts and peer review-- during which each student will read, comment on, and discuss drafts at two different stages along the way toward completion.

- a. Draft I: **SUNDAY, November 16, time TBA**
- b. Draft II: **FRIDAY, December 5**

This attention to the revision and RE-revision process will allow us to consider the following: How do we revise drafts effectively? How do we make choices about revision based on potentially competing responses to drafts? When is it necessary to do more research in order to revise, and when is it most important to focus on issues of organization and writing style?

A few other important points.

--Rutgers University treats cheating and plagiarism as serious offenses. In your papers, you must cite and provide a reference for all language and/or ideas that are not your own. While this should be understood in a graduate seminar, it is important to note that violations of the university honor code will be prosecuted to the full extent that is permitted.

--In this course, we will be reading and discussing material on which we may not all agree; some of the themes and imagery we encounter in the sources may seem offensive or otherwise controversial. In this context especially, it is crucial for us to combine the free expression of ideas with respect for each other.

--Please turn cell phones off and **PUT PHONES & IPODS AWAY** before class begins. If you take notes on a laptop, please remember that only that document (or related required sources) may be open. Texting or emailing or otherwise using technology in an inappropriate way at any time during class is **prohibited**.

--Food and drink are permissible as long as neither is disruptive. We will usually have a 5-10 minute break during the class, but not always.

--This class welcomes all kinds of learners. If you have a documented disability that could have an impact on your work, please be in touch with me directly outside of class to discuss accommodations confidentially. If you have not already done so, please also contact the Office of Disability Services at the Robeson Center as soon as possible.

CLASS SCHEDULE:

Tuesday, September 2:

Introductions and Preliminary Frameworks

- *Alice Echols, "'We Gotta Get Out Of This Place': Notes Toward a Remapping of the Sixties," *Socialist Review* 22 (1992): 9-34, reprinted in Echols, *Shaky Ground: The Sixties and Its Aftershocks* (2002), pp. 61-74.
- *Jacquelyn Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past," *Journal of American History* 91 (March 2005): 1233-1263.
- Potter and Romano, eds., *Doing Recent History*, "Introduction," pp. 1-22; Romano, "Not Dead Yet," pp. 23-44.

Tuesday, September 9:

Women's Liberation and Sexuality

- *Jane Gerhard, "Revisiting 'The Myth of the Vaginal Orgasm': The Female Orgasm in American Sexual Thought and Second Wave Feminism," *Feminist Studies* 25 (Summer 2000): 449-476.
- **Premilla Nadasen, "'We Do Whatever Becomes Necessary': Johnnie Tillmon, Welfare Rights, and Black Power," in Gore et.al. eds., *Want to Start a Revolution?*, pp. 317-338.
- *Danielle MacGuire, "'It Was Like All of Us Had Been Raped,' Sexual Violence, Community Mobilization and the African American Freedom Struggle," *Journal of American History* 91 (December 2004): 906-931.
- * Please read ONE of the following primary sources: Johnnie Tillmon, "Welfare is a Women's Issue" (1972): <http://www.msmagazine.com/spring2002/tillmon.asp>; OR, Anne Koedt, "The Myth of the Vaginal Orgasm" (1970): <http://www.uic.edu/orgs/cwluherstory/CWLUArchive/vaginalmyth.html>

ALSO: Prepare your ideas for a preliminary brainstorming session on topics and sources.

Recommended: A. Finn Enke, *Finding the Movement: Sexuality, Contested Space, and Feminist Activism*, (Duke, 2007); Anne Valk, *Radical Sisters: Second-Wave Feminism and Black Liberation in Washington, D.C.* (University of Illinois, 2010); Dorothy Sue Cobble, *The Other Women's Movement* (Princeton, 2005).

Tuesday, September 16:

Civil Rights/Black Power, Culture, and Politics

- *Jeanne Theoharis, "'A Life History of Being Rebellious': The Radicalism of Rosa Parks," in Gore et. al., eds., *Want to Start a Revolution?*, pp. 115-137.
- *Robert O. Self, *American Babylon: Race and the Struggle for Postwar Oakland* (Princeton U Press, 2003), Introduction, pp. 1-21; chapter 6, pp. 216-255; conclusion, 328-334.
- *Daphne Brooks, "Nina Simone's Triple Play," *Callaloo* 34, no. 1 (Winter 2011): 176-197.

DUE: Please bring a one-paragraph description of a possible topic for your research paper **OR** a primary source that interests you from which you may build your research questions. We will have a second "brainstorming session" for paper topics, addressing content, sources, method. **Recommended:** Benjamin, pp. 88-92, or Booth, pp. 35-55.

Recommended: Shana Redmond, *Anthem: Social Movements and the Sound of Solidarity in the African Diaspora* (NYU, 2013); Timothy B. Tyson, *Radio Free Dixie: Robert F. Williams and the Roots of Black Power* (UNC, 2001); Barbara Ransby, *Ella Baker and the Black Freedom Movement* (UNC, 2003); Beryl Satter, *Family Properties: How the Struggle Over Race and Real Estate Transformed Chicago and Urban America* (Knopf, 2010).

Tuesday, September 23:

Gay Liberation

• * Stephen Vider, “ ‘Oh Hell, May, Why Don’t You People Have a Cookbook?’: Camp Humor and Gay Domesticity,” *American Quarterly* 65, 14 (December 2013): 877-904.

• Hanhardt, *Safe Space*, chapters TBA.

• * Jose Estaban Munoz, *Cruising Utopia: The Then and There of Queer Futurity* (NYU, 2009), chapter TBA.

DUE DATE, I: 5-7 page essay.

Please choose two (possibly three, but please discuss with me in advance) articles from the previous three weeks and write a *comparative* essay evaluating both content and method. This paper should NOT simply summarize the articles, but must analyze them in relation to each other.

As you develop your *own thesis* about these articles, consider the following:

- what questions does each scholar ask and does how each locate him/herself in relation to larger debates in the field/s?;
- what is the thesis of each article?;
- what sources does each scholar draw on to answer these questions and develop the thesis?;
- how might the story and/or argument be different had each author considered other sources?;
- HOW does each scholar read and interpret these sources?; what other avenues of research does each article invite, and what sources might you look to if you were to explore further?;
- do you find the argument/s persuasive?; why or why not?
- How does considering these articles in relation to each other affect your evaluation of either one independently?

You need not answer all of these questions directly, but these are the types of issues that should inform your analysis.

You may email me your papers.

Recommended: Terence Kissack, “Freaking Fag Revolutionaries: New York’s Gay Liberation Front, 1969-71,” *Radical History Review* 62 (Spring 1995): 104-134; Kevin Mumford, “The Trouble With Gay Rights: Race and the Politics of Sexual Orientation in Philadelphia, 1969-1982,” *Journal of American History* 98. 1 (June 2011): 49-72; John D’Emilio, *Sexual Politics, Sexual Communities* (Chicago, 1998); Marc Stein, *City of Sisterly and Brotherly Love: Lesbian and Gay Philadelphia, 1945-72* (Temple, 2004); Gloria T. Hull et.al, eds., *But Some of Us Are Brave: All the Women are White, All the Blacks are Men* (Feminist Press, 1982); Phil Tiemeyer, *Plane Queer: Labor, Sexuality, and AIDS in the History of Male Flight Attendants* (California, 2013).

Tuesday, September 30

Transnational Encounters

• *Mary Dudziak, “Desegregation As a Cold War Imperative,” *Stanford Law Review* 61 (1988).
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1137993

• *Kevin Gaines, “African American Expatriates in Ghana and the Black Radical Tradition,” in Manning Marable et.al., eds., *Transnational Blackness: Navigating the Global Color Line*

(Palgrave, 2008), pp. 293-300.

•* Kathy Davis, *The Making of Our Bodies, Ourselves* (Duke, 2007), Chapters TBA.

DUE: Preliminary paper topic. Please submit/post a paragraph describing what you would like to research. This paragraph should include 2-3 questions you want to explore further, 2 primary sources you have identified as potentially useful, and 2 relevant secondary sources. **You MUST post these on blackboard by Monday at noon, so that everyone can read in advance.** We will spend part of second half of class discussing topics and these “pre-proposals.”

Recommended: Penny Von Eschen, *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War* (Harvard, 2006); Jeremy Suri, *Power and Protest: Global Revolution and the Rise of Détente* (Harvard, 2005); Niall Ferguson, *The Shock of the Global: The 1970s in Global Perspective* (2011); Bernhard Rieger, *The People's Car: A Global History of the Volkswagen Beetle* (Harvard, 2013); Ann Stoler, *Haunted by Empire: Geographies of the Intimate in North American History* (Duke, 2006).

Tuesday, October 7

Debating Movement Histories: The Promise/Perils of Narrative

- *Black Power Mixtape* (100 minute film, available on netflix) (HALF THE CLASS)
- *After Stonewall* (90 minute film, available on netflix) (HALF THE CLASS)
- Peniel Joseph, *Waiting Til the Midnight Hour*, SKIM (chapters to focus on TBA).

Recommended: •*Sundiata Keita Cha-Jua and Clarence Lang, “The ‘Long Movement’ as Vampire: Temporal and Spatial Fallacies in Recent Black Freedom Studies” *Journal of African American History* (March 2007): 265-288.

DUE Date, II: 5-7 page essay (see description above)

Class workshop with Natalie Borisovets in preparation of proposals, time TBA.

Tuesday, October 14:

The Rise of the Right

- *Lisa McGirr, *Suburban Warriors*, chapters TBA.
- *Strub, *Perversion for Profit*, chapters TBA

Note: This is the last day that you may complete and submit a footnote exercise.

DUE Date, III: 5-7 page essay (see description above)

Recommended: “Conservatism: A Round Table,” *Journal of American History* 98 (December 2011): 723-773; Matthew Fry Jacobson, *Roots, Too: White Ethnic Revival in Post-Civil Rights America* (Harvard, 2008); Matthew D. Lassiter, *The Silent Majority: Suburban Politics in the Sunbelt South* (Princeton, 2006); Donald T. Critchlow, *Phyllis Schlafly and Grassroots Conservatism* (Princeton, 2005); 2005), Natasha Zaretsky, *No Direction Home: The American Family and the Fear of National Decline, 1968-1980* (UNC, 2007).

Tuesday, October 21:

No Class.

Research Paper Proposals Due (online), by 5:30 pm..

This brief paper proposal (approx. 2-3 pages), should discuss:

- (1) the topic to be addressed and its relationship to the 1960s/70s; what are your main questions?
- (2) the secondary scholarship with which you will be in dialogue; what are the debates in the field/s with which you are engaging?
- (3) the primary sources you plan or hope to find and investigate. You must consider what **and where** these sources are (consider the practical: are they available? can you make use of them in the time that you have?), AND what you think your approach to them will be.
- (4) a brief—and preliminary--bibliography of primary and secondary materials. In addition to this list of sources, name and describe in a few sentences one article or book that you feel is a particularly significant jumping-off point for your work (whether as model or foil). This bibliography may be attached to the 2/3-page discussion.

Tuesday, October 28:

- Peer Review: Read and prepare typed comments on two proposals (more TBA)
- Plus: Individual meetings. More TBA.

Tuesday, November 4

Research and Interpretation

- Willoughby Anderson, “The Presence of the Past: Iconic Moments and the Politics of Interviewing in Birmingham,” in Potter and Romano eds., *Doing Recent History*, pp. 139-154.
- Claire Bond Potter, “When Radical Feminism Talks Back: Taking an Ethnographic Turn in the Living Past,” in Potter and Romano eds., *Doing Recent History*, pp. 155-184.
- David Greenberg, “Do Historians Watch Enough TV? Broadcast News as Primary Source,” in Potter and Romano, eds., *Doing Recent History*, pp. 185-200.

In this class we will focus on document interpretation. What questions do certain sources generate? How do we as scholars come up with answers to those questions? How do we evaluate what is said and not said in sources—whether they are written documents or, as is the case for Tucker or Potter, interviews? What can primary sources reveal, or obscure, with regard to the 1960s and 1970s, in particular?

DUE: Source Analysis. Bring to class 1 (possibly 2) primary sources that at this point, are particularly relevant to your project, and/or that you are wrestling with and trying to figure out (for whatever sets of reasons). This document (or documents) could include letters, advertisements, census records, reviews, cartoons, newspaper articles, paintings or illustrations, speeches, sculptures, poems, business reports, photographs, real estate transactions, court records, organization records album covers, etc. (to name just a few).

In a 2-3 paragraphs, briefly describe the source, then consider its relevance to your topic and developing thesis. Some questions to consider: What information does it reveal and what kinds of questions does it generate? What kind of story do you think you will tell in which this source will play a part, and what kind of thesis will you develop in which this source will play a part? What other kinds of PRIMARY sources are you looking for to build a research paper drawing on the document and these questions? What types of secondary sources are you drawing on to answer these questions? How might the scholars we’ve read thus far this semester “use” and engage with this source? Finally—and of greatest importance for class--what challenges does this source pose, and/or what questions do you have about it? If possible, please photocopy and/or attach some form of a reproduction of the source to your essay.

NOTE: if your source is long (a book, for example, please have a several paragraph excerpt in mind to discuss and write about).

Tuesday November 11:

No Class.

DUE: Thesis summary: This summary (about one paragraph) should include the argument you plan to make, and suggest how your evidence will allow you to develop that argument.

DRAFT I DUE: Sunday, November 16, by noon.

Tuesday, November 18:

Peer Review

Tuesday, November 25:

No class. Thanksgiving break.

(optional meetings; more TBA)

Tuesday, December 2:

Revising workshop/Research and Technology

•*Sam Roberts, “For Librarian, A Less Wholesome Job that Wasn’t,” *New York Times*, March 19, 2012. <http://cityroom.blogs.nytimes.com/2012/03/19/she-was-a-librarian-but-the-internet-said-otherwise/>.

- Recommended reading on revising: Booth, chapters 13 and 16; Benjamin, chapter 7. More TBA

Due: Friday, December 5, 9 am, Second Draft

- Read and respond to second drafts.

Tuesday, December 9:

Peer Review

DUE: Final Papers. Monday December 15, 9 am

