

Seminar: Civil Rights and Social Movements

HIST 21:510:489:01

Fall 2016 – Rutgers University-Newark

Class Location: Hill 215

Class Meeting Time: Mon 2:30-3:50pm and Wed 1:00-2:20pm

Professor Timothy Stewart-Winter

Office location: 314 Conklin Hall

Office hours: Wed 11-12 and by appointment

Email: tims@andromeda.rutgers.edu

Course Description

This is a course with a double agenda. The first goal is to provide an introduction to the study of social movements, with a particular emphasis on the black freedom struggle in the post-World War II United States, as well as other movements that drew inspiration and political tools from the model of African American mobilization. We will look at the ways African Americans mobilized to secure civil rights and social justice, as well as intersecting movements on behalf of women, Mexican Americans and Latinos, Asian Americans, Native Americans, gays and lesbians, and people with disabilities—as well as conservative mobilization that resisted these efforts. We will also discuss questions like: What is a social movement? How do we know when we see one? What causes some people to mobilize to change their circumstances, in particular places and times? How important are laws, institutions, and popular culture—as well as leaders and ordinary people—to the formation, continuation, success, or failure of social movements? What kinds of practices or activities “count” as activism?

The second goal is to equip you to write a long research paper—on a topic of your choosing in this broad field—which will be completed in the second semester. We’ll spend as much time thinking about what historians do and how they do it, and about how to go about the business of writing a long paper, as studying the histories in question.

By the end of the semester, you will write a research proposal a “doable” topic for the research paper that you’ll complete in the second semester. To that end, you will also learn:

- how to locate relevant primary and secondary source materials
- how to assemble and annotate a bibliography
- how to critically evaluate different kinds of primary source evidence
- how to read scholarly works critically
- how to sharpen your writing and make informed, persuasive critical arguments
- how to respond effectively to feedback, using constructive commentary to improve your work
- how to present your work orally to peers
- how to critique others’ work constructively

Course Requirements

Attendance: You are expected to attend every class, from start to finish. Failure to show up for class or to arrive on time will impact your grade: all absences must be discussed with the instructor, and will be excused only in the event of a medical issues (accompanied by a doctor's note), family emergencies, and similar situations. This might seem punitive, but it reflects the premium placed upon participation in this course.

Participation: In-class discussion is a key requirement. For a small, seminar-style class to work, everyone has to take responsibility for sustaining the conversation. That means (a) reading before class; (b) coming to class with questions, issues for clarification and discussion points; and (c) taking part in discussion. Your participation grade will reflect not only the quantity of participation, but also its quality; the goal is to make thoughtful comments that move discussion forward and suggest careful engagement with the texts and questions under consideration. Active listening is also part of participating. On its most basic level, this means being present in the classroom in mind and body: texting, web-surfing, chatting with classmates, or being disruptive all suggest you are not being an active listener. Students who contribute to class discussion, show initiative in engaging with the material, and demonstrate their active listening will receive high marks for participation. A valuable part of discussions is the posing of questions; no one is expected to grasp perfectly the significance of all the readings. Intelligent questions are just as important as comments and active listening.

Entrance tickets: Each class discussion for which there is an assigned reading will have a "quiz" in the form of a required entrance ticket – written answers to questions about the assigned readings for that date. These must be paper, must be printed (no electronic submissions will be accepted). You may not make up these "quizzes," although you may miss up to two with no penalty.

Research Proposal: Because this course is essentially in preparation for the capstone research project in the spring, it will culminate in the devising of a formal research proposal that sets up that project. This will be a formal proposal involving a brief narrative, general outline, bibliography, and methodological essay. There will also be formal stepping stones to the proposal, which I will outline in a separate handout. The proposal is due via Blackboard at 5pm on Thu, Dec 22.

Presentation: At the last four class meetings, you will take turns giving a presentation of your work thus far toward your research proposal. A one-page outline of your project must be emailed to me in advance. Detailed guidelines will be provided.

Grading Breakdown:

Participation/Class citizenship 20%

Entrance tickets 20%

Research Proposal 35%

Research tasks 5%

Presentation 10%

Required Texts: All assigned readings will be available online. *For journal articles, you are expected to access and obtain them through* the Rutgers University Library website (<http://www.libraries.rutgers.edu/>). Anything unavailable through the Library will be posted as a PDF on the course Blackboard site.

Other Policies

Class Preparation: You will need a writing utensil, notepad paper, and a printed or electronic copy of the assigned reading for each class. You will be expected to come to class having read and thought critically about the assigned readings.

Academic Integrity (Cheating and Plagiarism): All students are required to sign the Rutgers Honor Code Pledge: “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).” You are expected to be familiar with and adhere to the Academic Integrity Policy, available at <http://academicintegrity.rutgers.edu>. Rutgers University treats cheating and plagiarism as serious offenses. Plagiarism will not be tolerated. The standard minimum penalties for students who cheat or plagiarize include such possibilities as failure of the course, disciplinary probation, and/or a formal warning that further cheating will be grounds for expulsion from the University. Resist the urge to cut and paste, either literally or figuratively by using other people’s ideas. If I find that you have used other people’s ideas (e.g., Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. Any use of the ideas or words of another person without proper acknowledgment of credit, or cheating on exams, will result in penalties up to and including a course grade of F.

Electronic Equipment: The use of electronic equipment is permitted for class purposes only, with the exception of cell phones, which are not permitted for any reason during class. Using your cell phone for any reason during class will negatively affect your participation grade.

Email and Blackboard: A working email address and knowledge of Blackboard is required for this class. Please take time to familiarize yourself with the software before our first meeting. Students will be expected to check the email account linked to the class Blackboard page at least once per day during the week. Important announcements will be made via email and Blackboard, and you will be expected to be aware of them. When emailing me, your email should include your full name and email address. Please do feel free to email me at any time, with any question, but also check the syllabus and/or Blackboard first to see if your question might be answered there.

Discussion Etiquette: Along with participation, you are expected to be a good citizen of the class—a positive, productive participant who engages with your peers in constructive ways. Inevitably, as we discuss the texts that we will read in this class, I expect there to be a variety of perspectives, disagreements, and debates. Please remain respectful – even if someone else says something you consider offensive or disrespectful.

Note on Course Content: At times this semester we will read and discuss work the touches on a number of sensitive, controversial, and difficult topics that may be disturbing to some students. If

you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

Names and Pronouns: An important part of creating a respectful learning environment is knowing and using the name you use, which may differ from your legal name, as well as the gendered pronouns you use (for example, I go by he/him/his). Please feel free to let me know your name and/or the pronouns you use at any time.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at [\(973\)353-5375](tel:9733535375) or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

Office Hours: My office hours are for you. Stop by with any questions you have about assignments, readings, classroom discussions, other pertinent topics, or just drop by to say hello. The only thing I discourage is visiting to cover material from a missed class period; for that, consult fellow classmates. All else is warmly welcomed. If your schedule conflicts with my office hours, we can set up an appointment at a mutually agreeable time.

Tentative Schedule of Readings and Assignments

I reserve the right to make any changes to the syllabus that I deem necessary.

*items posted on Blackboard

Wed, Sep 7, 1pm

Introduction

Mon, Sep 12, 2:30pm

- *13th, 14th, and 15th Amendments
- Listen to Backstory podcast, “Legislation Impossible: The Civil Rights Act of 1964” (<http://backstoryradio.org/shows/legislation-impossible-2/>)

Wed, Sep 14, 1pm

- *Charles Tilly and Lesley J. Wood, *Social Movements, 1768-2008* (Boulder: Paradigm, 2009), chapter 1 (“Social Movements as Politics”)

Mon, Sep 19, 2:30pm

- Jacquelyn Dowd Hall, “The Long Civil Rights Movement and the Political Uses of the Past,” *Journal of American History* 91:4 (March 2005), 1233-1263

- **RESEARCH TASK 1:** Check out from Dana Library a book published since 1990 that is a *secondary source* written by a *historian* (i.e., a work of historical scholarship), on a topic of interest to you, and bring it to class

Wed, Sep 21, 1pm

- *Jackie Robinson documents
[from Bruce Dorsey and Woody Register, *Crosscurrents in American Culture: A Reader in United States History*, vol. 2:
 - Branch Rickey, speech to the ‘One Hundred Percent Wrong Club’ banquet, Atlanta, Georgia, January 20, 1956, Branch Rickey Papers, Manuscripts Division, Library of Congress, Washington, D.C.
 - William G. Nunn, “Let’s Take It in Stride,” *Pittsburgh Courier*, April 19, 1945
 - Arthur Mann and Lawrence Taylor (screenplay), “The Jackie Robinson Story” (1950), 33-34, in Arthur Mann Collection, Manuscripts Division, Library of Congress, Washington, D.C.
 - Arthur D. Morse, “Jackie Wouldn’t Have Gotten to First Base . . .” *Better Homes and Gardens*, May 1950, 226, 278-81]

Mon, Sep 26, 2:30pm

“When Newark Had A Chinatown” (a talk and discussion with Yoland Skeete-Laessig, a Multimedia Artist, Documentarian, Arts Instructor, and author of *When Newark Had a Chinatown: My Personal Journey*); Dana Room, Dana Library (4th floor). *This event will be held during our regular class meeting time and attendance is required.*

- **RESEARCH TASK 2:** Use the ProQuest Historical *New York Times* or Proquest Historical *Chicago Defender* index (through the Rutgers library) to find one newspaper article from the years 1960 to 2000 related to a topic of interest to you; print out the *entire article* (at a legible size) and bring it to class

Wed, Sep 28, 1pm

- *Jamal Joseph, *Panther Baby: A Life of Rebellion and Reinvention* (New York: Algonquin Books, 2012), excerpt

Mon, Oct 3, 2:30pm

- **Brown v. Board of Education* (1954), excerpt
 - Mary L. Dudziak, “*Brown as a Cold War Case*,” *Journal of American History* 91:1 (June 2004), 32-42
 - Clayborne Carson, “Two Cheers for *Brown v. Board of Education*,” *Journal of American History* 91:1 (June 2004), 26-31
- **RESEARCH TASK 3: Life magazine exercise (to be posted on Blackboard)**

Wed, Oct 5, 1pm

- Thomas J. Sugrue, “Crabgrass-Roots Politics: Race, Rights, and the Reaction against Liberalism in the Urban North, 1940-1964,” *Journal of American History* 82:2 (September 1995), 551-78

Mon, Oct 10, 2:30pm

- Danielle L. McGuire, “‘It Was like All Of Us Had Been Raped’: Sexual Violence, Community Mobilization, and the African American Freedom Struggle,” *Journal of American History* 91:3 (December 2004), 906-931

- **RESEARCH TASK 4: Submit an EZ-Borrow request for delivery to Dana Library of a book on a topic of interest to you that pertains to civil rights/social movements; print out a screenshot showing you did this and bring it to class**

Wed, Oct 12, 1pm

- Thomas A. Guglielmo, “Fighting for Caucasian Rights: Mexicans, Mexican Americans, and the Transnational Struggle for Civil Rights in World War II Texas,” *Journal of American History* (March 2006), 1212-1237

Thu, Oct 13, 6-8pm special event: “Rutgers, Race, and Slavery,” a talk with historian Craig Steven Wilder. To register, visit rutgersraceandslavery.eventbrite.com. Attendance is strongly recommended.

Mon, Oct 17, 2:30pm

- *Barbara Ransby, “Cops, Schools and Communism: Local Politics and Global Ideologies—New York City in the 1950s,” in *Civil Rights in New York City: From World War II to the Giuliani Era*, ed. Clarence Taylor (New York: Fordham University Press, 2011), 32-51

- **RESEARCH TASK 5: TBA**

Wed, Oct 19, 1pm

- Ruth Feldstein, “‘I Don’t Trust You Anymore’: Nina Simone, Culture, and Black Activism in the 1960s,” *Journal of American History* 91:4 (March 2005), 1349-1379
- Special event at 6pm:** Film screening of “**We Got to Live Here**” and “**Troublemakers**,” **Dana Room, Dana Library (4th floor)**. The Clement A. Price Institute will host a screening of two landmark radical documentaries from mid-1960s Newark, with the filmmakers present for a post-screening discussion. *Attendance is very strongly recommended.*

Mon, Oct 24, 2:30pm

- *Anne Enke, *Finding the Movement: Sexuality, Contested Space, and Feminist Activism* (Durham: Duke University Press, 2007), chapter 4 (“Out in Left Field: Feminist Movement and Civic Athletic Space,” 145-173)

- **RESEARCH TASK 6: Post on Blackboard discussion forum the URL of a *finding aid* from a manuscript collection from the New York Public Library website, either from a) the Manuscripts & Archives Division or b) the Schomburg Center for Research in Black Culture (finding aid must list *boxes and folders*)**

Wed, Oct 26, 1pm

- *Martha Biondi, “‘Brooklyn College Belongs to Us’: Black Students and the Transformation of Public Higher Education in New York City,” in *Civil Rights in New York City: From World War II to the Giuliani Era*, ed. Clarence Taylor (New York: Fordham University Press, 2011), 161-181

Optional special event follows: “Conflict, Encounter, and Interfaith Dialogue in Islam,” 2:30-5:30pm, Dana Room, Dana Library; for more information and to register visit islamsymposium.eventbrite.com.

Mon, Oct 31, 2:30pm

- Risa L. Goluboff, “‘We Live’s in a Free House Such As It Is’: Class and the Creation of Modern Civil Rights,” *University of Pennsylvania Law Review* 151 (2003), 1977-2018

- **RESEARCH TASK 7: Post on the appropriate Blackboard discussion forum the name of 1) one article, published in a history journal after 1985, and 2) the name of one film, movie, or other popular-culture product, that deal with the same topic (generally related to civil rights or social movements)**

Wed, Nov 2, 1pm

- *Kerner report (1968), excerpt
- *Mark Krasovic, excerpt from *The Newark Frontier* (TBA)

Mon, Nov 7

Library tour and training with Natalie Borisovets

Wed, Nov 9

- Heather Ann Thompson, “Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History,” *Journal of American History* 97:3 (December 2010), 703–58

Mon, Nov 14

Readings/research workshop – Come prepared to discuss possible research topics

- Patrick Rael, *Reading, Writing and Researching for History*
<http://www.bowdoin.edu/writing-guides/> (Introduction and “Reading” section)
- Patrick Rael, *Reading, Writing and Researching for History*
<http://www.bowdoin.edu/writing-guides/> (“Historical Arguments” and “Research”)

Wed, Nov 16

- *Robin D.G. Kelley, *Race Rebels: Culture, Politics and the Black Working Class* (New York: Free Press, 1994), chapter 8 (“Kickin’ Reality, Kickin’ Ballistics: ‘Gangsta Rap’ and Postindustrial Los Angeles,” 183-227)

Mon, Nov 21

- Kwame Holmes, “What’s the Tea: Gossip and the Production of Black Gay Social History,” *Radical History Review* 122 (May 2015), 55-69

Wed, Nov 23 - Friday schedule at Rutgers

- *No class*

Mon, Nov 28

- individual meetings with professor

Wed, Nov 30

- individual meetings with professor

Mon, Dec 5

- in-class presentations of work in progress

Wed, Dec 7

- in-class presentations of work in progress

Mon, Dec 12

- in-class presentations of work in progress

Wed, Dec 14

- in-class presentations of work in progress

Thu, Dec 22 – Research Proposal due via Blackboard at 5pm