

**Seminar: Civil Rights and Social Movements**  
HIST 21:510:489:01  
Fall 2015 – 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: Mon 1-2pm and Wed 11:30am-12:30pm

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### **Course Description**

This is a course with a double agenda. The first goal is to provide an introduction to the study of civil rights and social movements in the post-World War II U.S. We will look at the ways African Americans mobilized to secure civil rights and social justice, and the historical processes by which the black freedom struggle inspired other groups—women, Mexican Americans and Latinos, Asian Americans, Native Americans, gays and lesbians, people with disabilities—to launch social movements on their own behalf, as well as conservative mobilization of various kinds. 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

**Attendance and Punctuality:** You are expected to attend every class, from start to finish. Attendance is mandatory, and if you miss more than three classes without valid cause, your

grade will be marked down accordingly. If you know you'll be absent from class for bona fide reasons, please let me know ahead of time. If you're sick or an emergency arises that means you will miss class, please notify me as soon as possible.

**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. 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.

**Don't be afraid to ask for advice!** Please seek me out during office hours or at other times by appointment. It's always helpful to ask questions sooner rather than later, and I'm happy to make time to talk things over—preferably before an issue becomes a full-fledged problem.

**Quizzes:** There will be periodic short quizzes and writing assignments on the readings assigned. Missed quizzes cannot be made up. These will be very simple for everyone who has done the readings.

**Short Writings:** You will write multiple short pieces over the course of the semester. These will be largely informal, where the quality of thought that goes into them is more important than the polish of the prose.

**Primary Source Presentation.** Each student will be assigned to a pair (or group) to present to your classmates a primary source related to the readings for a given week. You will “assign” the text a week in advance, introduce it to the class at our meeting, and lead a short discussion of it in class.

**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.

**Grading Breakdown:**

Participation/Class citizenship 20%

Short papers and quizzes 20%

Formal Presentation 10%

Research Proposal (First draft) 10%

Research Proposal (Revised) 30%

**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.

### **Policy on Academic Integrity (Cheating and Plagiarism)**

You are expected to be familiar with and adhere to the Academic Integrity Policy (<http://academicintegrity.rutgers.edu>). Plagiarism will not be tolerated. Any use of the ideas or words of another person without proper acknowledgment of credit will result in penalties up to and possibly including a course grade of F. I will turn *all* instances of plagiarism over the university authorities. Note that the uncited usage of uncopyrighted material such as Wikipedia entries still constitutes plagiarism.

**Classroom Etiquette:** 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. This is to be expected; dialogue across our disagreements can help us understanding the readings (and life) more deeply. But please also remain respectful. When challenging someone else's perspective, try to refrain from personal attacks or blistering scorn. If someone makes what you consider an offensive or disrespectful comment, this does not absolve you from adhering to the ironclad rule of being respectful in responding.

### **Digital Etiquette:**

1. You should silence your cell phone and any other device that rings, beeps, flashes, or vibrates before you enter the classroom. If your phone rings once during class this semester, we'll all laugh and I'll ask you to turn it off. If it happens again, we'll need to have a talk. Repeated violations may result in a lowered course grade.
2. You may use laptops in class, but not for anything besides note-taking and consulting any readings stored therein. Using a device for any other reason—email, Facebook, or work in other classes—is not acceptable. (If you need to send an emergency text—for instance, telling your locked-out roommate when you'll be back to let her in—that's okay. Similarly, if you need to step out the room to take an emergency call, you may.) If I notice that the attention in class seems to be dwindling, escaping through the computers and cell phones and tablets and out into the ether, I may ask you to put devices away.
3. Please maintain an email account that is able to receive messages I send the class from Blackboard, and check your email regularly. If you need help with this, please contact the NCS Campus Help Desk (<http://ncs.newark.rutgers.edu/helpdesk>, [help@newark.rutgers.edu](mailto:help@newark.rutgers.edu)).

### **Policy on 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 2**

Introduction

### **Mon, Sep 7 – Labor Day (no class)**

### **Tue, Sep 8 – Monday schedule at Rutgers (class meets at 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
- \*13th, 14th, and 15th Amendments

### **Wed, Sep 9**

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

### **Mon, Sep 14**

#### **Library tour and training with Natalie Borisovets**

- \*Robin D.G. Kelley, *Race Rebels: Culture, Politics and the Black Working Class* (New York: Free Press, 1994), chapter 7 (“The Riddle of the Zoot: Malcolm Little and Black Cultural Politics During World War II,” 161-182)

### **Wed, Sep 16**

- 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

### **Mon, Sep 21**

- \**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

### **Wed, Sep 23**

- \*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 28**

- \*Ruth Feldstein, “‘I Wanted the Whole World to See’: Race, Gender, and Constructions of Motherhood in the Death of Emmett Till,” in *Not June Cleaver: Women and Gender in Postwar America, 1945-1960* (Philadelphia: Temple University Press, 1994), 263-303

### **Wed, Sep 30**

- \*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
- Anne Moody, *Coming of Age in Mississippi* (1968) excerpt

### **Mon, Oct 5**

- *Life magazine exercise due* (see handout)
- 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

### **Wed, Oct 7**

- 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 12**

- 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

### **Wed, Oct 14**

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

### **Mon, Oct 19**

- \*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: “Howard University, 1967-1968: ‘You Saw the Silhouette of Her Afro,’” from *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s Through the 1980s*, ed. Henry Hampton and Steve Fayer (New York: Bantam, 1980), 425-448

### **Wed, Oct 21**

*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” sections)

### **Mon, Oct 26**

- \*Kevin Mumford, *Newark: A History of Race, Rights, and Riots in America* (New York: NYU Press, 2008), chapter 6 (“Testimonies of Violation and Violence,” 125-148)
- \*Kerner report (1968), excerpt

**Wed, Oct 28**

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

**Mon, Nov 2**

- Matthew D. Lassiter, “The Suburban Origins of ‘Color Blind’ Conservatism: Middle-Class Consciousness in the Charlotte Busing Crisis,” *Journal of Urban History* 30:4 (May 2004), 549-582

**Wed, Nov 4**

- \*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)

**Mon, Nov 9**

- Interview with Jose “Cha Cha” Jimenez, “The Young Lords, Puerto Rican Liberation, and the Black Freedom Struggle,” *OAH Magazine of History* 26:1 (2012), 61-64
- Daniel M. Cobb, “‘Us Indians Understand the Basics’: Oklahoma Indians and the Politics of Community Action, 1964-1970,” *Western Historical Quarterly* 33 (Spring 2002), 41-66

**Wed, Nov 11**

- Lindsey Patterson, “Points of Access: Rehabilitation Centers, Summer Camps, and Student Life in the Making of Disability Activism,” *Journal of Social History* (Winter 2012), 473-499

**5:30pm, location TBA: Lecture/workshop on campus by Miriam Frank, author of *Out in the Union: A Labor History of Queer America* (2014)**

**Mon, Nov 16**

- \*Robin D.G. Kelley, *Race Rebels*, chapter 8 (“Kickin’ Reality, Kickin’ Ballistics: ‘Gangsta Rap’ and Postindustrial Los Angeles,” 183-227)
- \*Queer Newark reading (TBA)

**Wed, Nov 18**

- individual meetings with professor

**Mon, Nov 23**

- individual meetings with professor

**Wed, Nov 25 - Friday schedule at Rutgers**

- *No class*

**Mon, Nov 30**

- in-class presentations of work in progress

**Wed, Dec 2**

- in-class presentations of work in progress

**Mon, Dec 7**

- in-class presentations of work in progress

**Wed, Dec 9**

- in-class presentations of work in progress