American Themes: Post-1945 Social Movements
History 101 -- Spring 2008
Stein 124

Prof. Stephanie E. Yuhl
syuhl@holycross.edu
Phone: 793-2783

Office Hours (O’Kane 368):
MW 12:00-1:030
and by appointment

In this course we will examine the premise that the history of the United States is, in large part, a history of power and protest. Through case studies of three modern American social movements -- black civil rights, New Left/anti-war and gender/sexual rights/liberation -- we will explore how individuals and institutions have constructed and fought to maintain power while other individuals and organizations have claimed the power to challenge the ideologies and traditions of the status quo. We will pay special attention to the variety of individual experiences and perspectives within these struggles for justice as well as interrogate our own sense of what is possible in a democracy. Injustice and oppression are universal elements to the human story. We all acknowledge this, but what makes a person do something concrete about it? What makes a person act? How do groups organize and movements come into being? How does social/political change happen? How is it resisted? We will examine an array of historical documents, as well as biographies/autobiographies of modern activists, film, and literature, to help us formulate possible responses to these questions. We will also host classroom visits from three local community organizers to help situate the role of organizing beyond the historical and into the present.

Format:

This course features a combination of lectures and group discussions. Attendance is mandatory and roll will be taken daily. You are here to engage with big ideas, primary source materials, the professor and each other, so come prepared and enthused.

Reading:

Reading well – closely and critically – is essential to all your endeavors in this course and all your courses at Holy Cross. I suggest you take thorough notes on all the assigned readings. Pay attention to the author’s argument, evidence, rhetorical style, and structure. Be sure to make note of all page numbers from where your material comes (for future bibliographic and citation needs). Also, give yourself space to express your own reactions to the readings.

Readings listed under each class meeting in the course calendar (below) should be completed BEFORE that class meeting.

Writing:
All written assignments must be proofread, typed, double-spaced, and in Times New Roman font, size 12. Work that is not stapled or paper-clipped will not be accepted. This is a pet peeve of mine – don’t test me.

To avoid difficult situations and to maintain academic honesty, please familiarize yourself with the “Research and Style Guide” and “The Statement on Plagiarism” located on the Holy Cross Department of History web page: http://www.holycross.edu/departments/history/website/academichonesty.htm. If, for any reason, you find yourself in trouble in terms of your assignments, or confused about how to cite material, please come see me as soon as possible. It is always best to be proactive in situations of this nature.

Finally, all written assignments must be handed in to the professor by the end of the class on the day they are due unless otherwise stated. Late papers will be marked down one full grade for every day they are late. No exceptions.

Speaking:

In addition to honing your writing skills, this course will encourage the cultivation of your spoken rhetorical and argumentation skills. Toward this end, students will engage in informal debates and focused conversations. I expect thoughtful and lively participation in these ventures, so come prepared to dazzle me and to learn from each other.

Formal Debates:
Now is your chance to speak up formally and hone your public presentation skills! Students will be divided into three debate teams, each with a pro and a con side. Each team (pro and con working together) will generate a list of five or six possible issues/questions to debate in class, ranked in order of preference. These “resolutions” must be grounded in an historical question or episode from the period in US history 1945-present, but must also be relevant to contemporary conversations in America. Examples of previous debate topics include the Patriot Act, Affirmative Action, immigration restriction, women in the military, legalization of marijuana, the war in Iraq, and gay marriage. Students will give their lists of possible debate topics to the professor who will then determine which issue the team will debate.

Working collaboratively and creatively, students will research their issues, organize their evidence and formulate their arguments. Each debate team must meet with the professor at least once (more often is recommended) during the preparation phase of this assignment. At the end of the term, each team will present a formal 50-minute debate, supervised by the professor, before the assembled class. Teams will also field queries from their classmates during this time. On the day of their debate, each team will provide the professor with a formal write-up of their debate (more on this later).
Required Texts:

The following books are required for this course and can be purchased at the Holy Cross College Bookstore (Hogan):
Anne Moody, *Coming of Age in Mississippi*
Michael Foley, *Confronting the War Machine*
Margaret Atwood, *The Handmaid’s Tale*

In addition, students are responsible for supplementary reading assignments (documents, articles, etc.) that are noted below each class date on the syllabus.

Assignments, Due Dates and Grade Distribution:

Autobiography as Social Critique (Black Struggles for Justice): 15%
Political Autobiography assignment: 15%
Debate and Writeup: 15%
Class Participation: 15%
Critical Abstract: 15%
Final Exam: 25%

Course Calendar:
W January 16: **Introductions & Expectations**
F January 18: **Justice, Gender and Jim Crow (lecture)**
   Reading: Ida B. Wells-Barnett, *A Red Record* (there will be overlap on these two sites, but be sure to read the list of victims and crimes) at
   [http://www.bedfordstmartins.com/historymodules/modules/mod23/mod15_frame02.htm](http://www.bedfordstmartins.com/historymodules/modules/mod23/mod15_frame02.htm) and
   [http://instruct.westvalley.edu/kelly/Distance_Learning/Online_Readings/Wells_Barnett.htm](http://instruct.westvalley.edu/kelly/Distance_Learning/Online_Readings/Wells_Barnett.htm)
M January 21: **THE TIME IS ALWAYS RIPE TO DO RIGHT**
   No class meeting in honor of Martin Luther King, Jr. Day
W January 23: **Justice, Gender and Jim Crow (discussion)**
   Reading: Ida B. Wells-Barnett, *A Red Record* (there will be overlap on these two sites, but be sure to read the list of victims and crimes) at
   [http://www.bedfordstmartins.com/historymodules/modules/mod23/mod15_frame02.htm](http://www.bedfordstmartins.com/historymodules/modules/mod23/mod15_frame02.htm) and
   [http://instruct.westvalley.edu/kelly/Distance_Learning/Online_Readings/Wells_Barnett.htm](http://instruct.westvalley.edu/kelly/Distance_Learning/Online_Readings/Wells_Barnett.htm)
F January 25: **A Visual Record/Strange Fruit (small group analysis and discussion)**
   Viewing and Listening: James Allen, et. al., *Without Sanctuary: Lynching Photographs in America*; and Billie Holiday, “Strange Fruit”
   **Due:** Political Autobiography statement #1
UNIT ONE: Modern African American Struggles for Justice

M January 28: Modern Civil Rights Movement: Struggles in Brown, Black & White

W January 30: Modern Civil Rights Movement (continued)
Video Clip: “Eyes on the Prize” (Nashville Sit-ins)

F February 1: MLK, SNNC and Political Responses

M February 4: Political Autobiography
Exercise: One-on-one student interviews

W February 6: Why We Can’t Wait (document analysis and discussion)
Reading: Gosse: Martin Luther King, Jr., “Letter from a Birmingham Jail” and John Lewis, “Wake Up America”

F February 8: Discussion Section I: In Struggle/An Intimate View
Reading: Anne Moody, Coming of Age in Mississippi

****Due: Nonviolence Essay (on Moody)

M February 11: Discussion Section I: In Struggle/An Intimate View
Reading: Anne Moody, Coming of Age in Mississippi

****Due: Nonviolence Essay (on Moody)

W February 13: Disillusionment & Black Power Emerge (MDFP)

F February 15: Black Power/Black Panther Party
Video clip: “Eyes in the Prize”

MANDATORY FILM SCREENING: “Malcolm X” STEIN 102
Tuesday, February 12, 6:30pm-10:00pm
Friday, February 15, 2:00-5:30pm
Sunday, February 17, 6:30pm-10:00pm
Monday, February 18, 6:30pm-10:00pm
M February 18: **Brother Malcolm Speaks**  
   **Reading:** Malcolm X, *The Autobiography of Malcolm X*  
   **Due:** Political Autobiography #2  
W February 20: **Malcolm X continued (book and film discussion)**  
   **Debate Discussion**  
F February 22: **In the Field for Economic Justice: Community Organizer Visit**  
   Allison Kennedy, Neighbor to Neighbor, Worcester  

**Unit Two: THE NEW LEFT/ANTI-WAR MOVEMENT**  

M February 25: **Cold War America and the Liberal Consensus**  
   **Reading:** Gosse: pp. 1-7, Introduction: A Movement of Movements  
   Gosse: Coleman Young, “Testimony before HUAC”  
   Hodgson, “Liberal Consensus” (handout)  
   Atomic Bomb Duck and Cover clip  
   **MANDATORY SCREENING:** “BERKELEY IN THE SIXTIES” STEIN 102  
   Monday, February 25, 7:00-9:00pm  
   Thursday, February 28, 3:00-5:00pm  
   Thursday, February 28, 7:00-9:00pm  

W February 27: **Cracks in the Consensus**  
   **Reading:** Gosse: Liberation, “Tract for the Times” editorial; Committee for a  
   Sane Nuclear Policy, “We Are Facing a Danger Unlike Any That Has Ever  
   Existed”; Dale Johnson, “On the Ideology of Campus Revolution”; and Tom  
   Hayden and SDS, “Port Huron Statement”  
   Ginsburg, HOWL (handout)  
   **Outside Viewing:** Berkeley in the Sixties  
F February 29: **War in Vietnam: Crisis in Authority**  
   **Reading:** Gosse: Paul Potter, “The Incredible War”; John Kerry, “Vietnam  
   Veterans Against the War Testimony”; and Martin Luther King, Jr., “Declaration  
   of Independence from the War in Vietnam”  
   **Due:** Debate Team Propositions  

   **SPRING BREAK -- Enjoy!**  

M March 10: **Crisis in Authority: Document Analysis**  
   **Reading:** Gosse: Liberation, “Tract for the Times” editorial; Committee for a  
   Sane Nuclear Policy, “We Are Facing a Danger Unlike Any That Has Ever  
   Existed”; Dale Johnson, “On the Ideology of Campus Revolution”; and Tom  
   Hayden and SDS, “Port Huron Statement”; Paul Potter, “The Incredible War”;  
   John Kerry, “Vietnam Veterans Against the War Testimony”; and Martin Luther  
   King, Jr., “Declaration of Independence from the War in Vietnam”
W March 12: **Discussion: Hell No We Won’t Go**  
Reading: Foley, *Confronting the War Machine*  
Due for all: Critical Abstract  
F March 14: **Directed Research Workshop: Hands-on Digging in Resources**  
Meet in Main Reading Room of Dinand Library  

M March 17th: **New Left Masculinities**  
**Visiting Scholar:** Professor Ian Lekus, Tufts University  
Reading: Ian Lekus, “Losing Our Kids: Queer Perspectives on the Chicago Seven Conspiracy Trial” (handout)  

W March 19: **Third World Alliance and Youth Revolution**  
Reading: Mike Klonsky, “Toward a Revolutionary Youth Movement”; Young Lords Party, “Thirteen Point Program and Platform”; Indians of All Tribes, “Proclamation”; Movimento Estudiantil Chicano de Aztlan, “El Plan de Santa Barbara”  
**Viewing:** (outside of class) “The Weather Underground”

**EASTER BREAK – Enjoy**

W March 26: **In the Field for Peace: Community Organizer Visit**  
Scott Schaeffer-Duffy, Catholic Worker, Worcester  
**Unit Three: Struggles for Gender and Sexual Liberation**

F March 28 **Women, Gender and Sexuality in Post-war America**  
Reading: Elaine May, “Homeward Bound” excerpt; Lillian Faderman, “The Love That Dare Not Speak Its Name” (handouts)  
Exercise/Discussion: Each student will bring copies of three advertisements from 1950s magazines to class – one depicting the American Woman, one depicting the American Man and the final depicting the American Family.

M March 31: **Second Wave Women’s Movement: Emergence of Feminism**  
DUE: Political Autobio #3 – Interview with political person in life

W April 2: **The Challenge to Sexism and Sisterhood: From Rights to Liberation**  
**Primary Source Analysis (small group analysis and discussion)**  

F April 4: **Sisterhood Denied**  
Reading: *Gosse:* Third World Women’s Alliance, “Equal to What?”; and
Phyllis Schlafly, “What’s Wrong with Equal Rights for Women?”; Enriqueta Lonbgeaux Vasquez, “!Soy Chicana Primero!”; bell hooks, “Black Women Shaping Feminist Theory” (all handouts)

M April 7: **Consuming Sex**
  - **Viewing** (outside of class): “Killing Us Softly III”
  - **Exercise**: Bring an example of gendered/sexualized advertising to class

W April 9: **The Emergence of the Gay Liberation Movement**
  - **Reading**: Freedman and D’Emilio, “The Emergence of Gay Liberation”; Carl Whitman, “Gay Manifesto”; and Martha Shelley, “Gay is Good”
  - **Outside Viewing**: “Before Stonewall”

F April 11: **The Emergence of the Gay Liberation Movement**
  - **Reading**: Kathie Williams, “Louisville’s Lesbian Feminist Union: A Study in Community Building”
  - **Due**: Final Reworked Political Autobiography #1

M April 14: **In the Field Against Sexual Violence: Community Advocate Visit**
  - Kathy Linton, Rape Crisis Center, Worcester

W April 16: **Discussion Section I: Feminist Dystopia**
  - **Reading**: Margaret Atwood, *The Handmaid’s Tale*

F April 18: **Discussion II: Feminist Dystopia**
  - **Reading**: Margaret Atwood, *The Handmaid’s Tale*

M April 21: **Talk the Talk: Debate Team I**
  - Meet in Dinand Faculty Room 2nd floor
  - ***Due**: Team I Write-up

W April 23: **Talk the Talk: Debate Team II**
  - Meet in Dinand Faculty Room 2nd floor
  - ***Due**: Team II Write-up

F April 25: **Talk the Talk: Debate Team III**
  - Meet in Dinand Faculty Room 2nd floor
  - ***Due**: Team III Write-up

M April 28: Discuss Final Exam (hand out terms)