

History 171Z

Introduction to History: History of U.S. Social Movements

Mondays-Fridays, 2:00-4:00 PM (with Asynchronous Lectures), Online



National Women's Party Picketing the White House, 1917 (Smithsonian Institution)

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In the nineteenth century, a small group of committed abolitionists began a movement dedicated to the overthrow of slavery and the racial equality of African Americans. American activists, since that time, have never stopped organizing, protesting, and calling for social change in the United States. Working together and in opposition, they have developed a profound critique of American citizenship and rights that continues to challenge the status quo today. In this course, we will examine some of the most prominent social movements in U.S. history, including abolitionism, women's rights, labor, the black freedom struggle, modern feminism, and gay liberation. We will consider how these movements developed and changed over time, how they interacted with one another, what tactics or ideas they utilized to achieve their goals, and how they altered American society. As an introduction to history, a major focus of this course will be on how historians conduct research, use evidence, and write history.

History 171 is an overview of social movements in U.S. history. While I try to cover as many of the major social movements as I can, there is an inherent selection of which topics and events to cover. That means that we won't be able to get to them all and, at times, the narrative may veer a little bit more toward the "classic" interpretation of the movement. My sincerest apologies if the course is not everything that you hoped it would be, I do try to make it a little bit more perfect each and every time I teach it with your feedback.

Because this is a winter course, further cuts have been made. My usual syllabus covers 12 weeks of material (one week is taken up by two classes on what are U.S. social movements and a trip to the university archives). This class is only 10 “weeks” long. To that end, I have ended the class with the “New Left” of student activism, rather than with ACT UP and police reform. In the first half of the class, I have removed the week on Reconstruction, folding some into our discussion of first wave feminism and the emerging labor movement of the nineteenth century (though there is an extra reading on industrialization and paper lengths have been increased by one page).

Required Readings

All readings are available via MOODLE.

Learning Objectives

1. Develop historical analysis through critical reading of primary and secondary sources
2. Develop historical writing in terms of argument and style
3. Navigate historical research resources, including libraries, internet sources, archives

Winter Course Format

- 1) *Before winter term begins*, you will have read all of our secondary readings and completed two of our three assignments. The secondary readings are clearly marked on this syllabus and our Moodle. More will be said on the paper assignments below. The secondary readings are all chapters from historical monographs covering aspects of U.S. social movement history. There are two secondary readings per class day. Complete them all before the start of our winter term.
- 2) When the winter term starts, we will “meet” two ways:
 - a. Every class day will have 3-4 lectures of 20 minutes each covering the topic listed on the syllabus. These are asynchronous meetings. These will be posted before the class starts and you may watch them at your leisure but you must watch them before coming to our afternoon, synchronous discussion section.
 - b. Each afternoon, from 2:00-4:00 PM Eastern Time, we will meet synchronously, together, via Zoom to discuss the lectures, secondary readings for that day, and the assigned primary sources.
- 3) Reading for the days winter term is in session will consist of:
 - a. Review of the secondary source readings. Since you will have already read the secondary readings, you should just go over them before we meet for discussion.
 - b. A selection of short primary source readings that you will read the night before and come to class prepared to discuss them (they will be posted along with your secondary readings, but you will not be expected to read them before class starts).
- 4) You will complete one further “take-home final” paper during winter session.

Grading and Assignments

Graded written assignments are due at by midnight on the dates listed on the syllabus. You will be uploading all papers (in either .doc or .pdf format) to the course Moodle. In the event that the

Moodle, for whatever reason, does not work for you, please send me the assignment attached to an e-mail (kvrevich@wesleyan.edu). You will also be graded for participation in class, which will require you to complete reading assignments before coming to class. You should be in habit of taking notes while you read, so that you can refer to those notes during class.

Attendance/Participation

40%

This grade reflects the difficulties of attending winter session classes and is, therefore, the most important portion of your grade. It will be graded not only on your attendance in our Zoom sessions but your participation in them. Here, the important thing is just *that* you participate, not whether or not you provide the “right” answer. I assure you, there’s no such thing in history.

Papers

3 at 20% each (60% total)

You will write three 4-5 page papers on prompts for this class. Your first two prompts will be focused on the secondary readings and both are due *no later than* the start of the winter term. Your final paper prompt will be distributed on the last Friday of class and will be due **January 25th, 2023**.

As a fair warning, most paper grades in this class will be in the A-/B+ range.

Written Assignment Formatting

All written assignments should be double-spaced, using standard, Times New Roman, 12 point font, and 1-inch margins. Titles, your name, the date of submission, and the assignment should be included in a short header on the first page only. Please use page numbers. Use footnotes to cite quotations and arguments that are not your own according to the Chicago Manual of Style. A citation guide to the Chicago Manual of Style can be found at Purdue University’s Online Writing Lab.

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html

Late Assignment Policy

I have a generation late assignment policy but, since this is a winter course, please schedule a meeting with me (calendly.com/kvrevich) to discuss any late papers.

Student Option Policy

Students are eligible to take this class CR/U (that choice must currently be made by January 11th at 5:00 PM per University Policy).

Covid-19 Code of Conduct

To protect your health and safety, the health and safety of instructors and staff, and the health and safety of your peers, all students must understand and adhere to the University's Covid-19 Code of Conduct. Students are encouraged to review the code of conduct regularly to stay up to date on the current code. The course instructor reserves the right to refuse to allow any student into the classroom who does not adhere this code of conduct.

Time Commitment

While the exact time commitment for the class will vary individually and over the course of the semester, I recommend that you budget approximately three out-of-class hours for every class hour to complete the reading, assignments, homework, and project. I have designed the class so that it should be feasible to satisfactorily complete the requirements with approximately twelve hours per week of time commitment. If you are spending more time than this on a regular basis, I encourage you to check in with me.

Accommodation Statement

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs and services. To receive accommodations, a student must have a disability as defined by the ADA. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible.

If you have a disability, or think that you might have a disability, please contact Accessibility Services in order to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms 021/218, or can be reached by email (accessibility@wesleyan.edu) or phone (860-685-2332).

Religious Observances

Faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required assignments/attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this

preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on the student code

Discrimination and Harassment

Wesleyan University is committed to maintaining a positive learning, working, and living environment. Wesleyan will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this Wesleyan policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office for Equity and Inclusion at (860) 685-4771. The responsibility of the University Members has more information.

Honor Code

All students of Wesleyan University are responsible for knowing and adhering to the Honor Code of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council – Office of Student Affairs. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The Office of Student Affairs has more information.

I reserve the right to make future changes to this syllabus as needed.

Schedule of Course Readings

Before Class Begins:

No later than January 9th, 2023

- Complete ALL secondary readings (as indicated on syllabus)
- Complete papers I and II
 - ◆ Suggested Dates: Paper I (December 23); Paper II (January 9)

Monday, January 9th, 2023: The Market Revolution and Communitarianism

We will take a look at the economic upheavals of the early nineteenth century United States and examine the ways that a small group of reformers attempted to push back against those upheavals by creating utopian inspired communities that critiqued the emergence of market capitalism (and did some other kind of radical stuff).

Secondary Readings (Due Before Term Starts)

- Harry L. Watson, *Liberty and Power: The Politics of Jacksonian America* (New York: Hill and Wang, 1990), 17-41.
- Ronald G. Walters, *American Reformers, 1815-1860* Revised Edition (New York: Hill and Wang, 1978, 1997), 39-75.

Primary Readings

- akj;lKJ;lkjsd

Tuesday, January 10th, 2023: Abolition

Today, we'll take a look at the foundational social movement in United States history—the movement to abolish slavery. We'll start with the emergence of an interracial, grass-roots social movement that coalesced around William Lloyd Garrison and his publication, The Liberator, as he adopted viewpoints derived from the Black radical tradition, exemplified by David Walker. We'll then move to discussing abolitionism's turn toward electoral politics and its importance to the formation of the Republican Party and the looming Civil War.

Secondary Readings (Due Before Term Starts)

- James Brewer Stewart, *Holy Warriors: The Abolitionists and American Slavery* Revised Edition (New York: Hill & Wang, 1976; 1997), 35-74

Primary Readings

- David Walker, selection from *An Appeal to the Coloured Citizens of the World* (1829)
- William Lloyd Garrison, "Opening Editorial," *The Liberator* (1831)
- American Anti-Slavery Society Declaration of Sentiments (1833)

Wednesday, January 11th, 2023: Women's Suffrage

Today we will discuss the emergence of women's rights as it emerged among abolitionist women. We will look particularly at the expansion of women's participation in abolitionism during the 1830s and how that created a movement for women's rights by the 1840s. We will spend some time on the first convention for women's rights in 1848 at Seneca Falls, New York. We will end briefly discuss abolitionism and women's rights during the crisis years of the Civil War era from 1860-1868.

Secondary Readings (Due Before Term Starts)

- Ellen Carol DuBois, *Feminism and Suffrage: The Emergence of an Independent Women's Movement in America, 1848-1869* Revised Edition (Ithaca: Cornell University Press, 1978; 1999), 21-52.
- Lori D. Ginzberg, *Elizabeth Cady Stanton: An American Life* (New York: Hill and Wang, 2009), 103-131.

Friday, September 24, 2021

- Sarah Grimké, selections from "Letters on the Equality of the Sexes" (1838)
- Seneca Falls Convention Declaration of Sentiments and Resolutions (1848)
- Francis Ellen Watkins Harper, "We Are All Bound Up Together," (1866)
- Lucy Stone, Letter to Abby Kelley Foster (1867)
- Susan B. Anthony, Appeal to the National Democratic Convention (1868)
- National Woman Suffrage Association, Declaration of the Rights of Women (1876).
- The Thirteenth, Fourteenth, and Fifteenth Amendments

Thursday, January 12th, 2023: Gilded Age Labor

Today, we will discuss the explosive forces of industrialization and immigration that put the United States on course toward the modern era. We'll also examine the emerging labor movement as it attempted to reign in the excesses of the "Gilded Age" and develop an idea of worker's rights. We'll see how the labor movement transitioned with the arrival of new immigrant groups at the turn of the century and its embrace of the political left. Finally, we'll take a look at the labor movement's relationship to socialism and two prominent strikes organized by the International Workers of the World at Lawrence, Massachusetts and Paterson, New Jersey in 1912.

Secondary Readings (Due Before Term Starts)

- Alan Trachtenberg, *The Incorporation of America: Culture and Society in the Gilded Age* (New York: Hill and Wang, 1982), 70-139.
- Nell Irvin Painter, *Standing at Armageddon: The United States, 1877-1919* (New York: W.W. Norton & Co.), 36-71.
- Patrick Renshaw, *The Wobblies: The Story of the IWW and Syndicalism in the United States* Updated Edition (Chicago: Ivan R. Dee, 1967, 1999), 21-42.

Primary Readings

- Ira Steward, “A Reduction of Hours, An Increase in Wages” (1865)
- Joseph A. Dacus, “The Great Uprising” (1877)
- Knights of Labor, “Preamble” (1878)
- The Industrial Workers of the World, Manifesto and Preamble (1905, 1908)
- William D. “Big Bill” Haywood, “The General Strike” (1911)
- Mary Heaton Vorse, “The Trouble at Lawrence” (1912)
- Eugene V. Debs, Address to the Jury (1918)

Friday, January 13th, 2023: The Radicalism of the NAACP and NWP

Today, we will talk about the inheritors of the antebellum reform movements as they reemerged in the twentieth century. Many of the people we’ll talk about this week—including Ida B. Wells and Alice Paul—had significant connections to the old antebellum movement. We’ll take a look at how these women moved the fight for equality forward in the 1910s through the founding of two organizations that will structure the rest of the twentieth century social movements: the National Association for the Advancement of Colored People (NAACP) and the National Women’s Party (NWP).

Secondary Readings (Due Before Term Starts)

- Mia Bay, *To Tell the Truth Freely: The Life of Ida B. Wells* (New York: Hill and Wang, 2009), 232-273.
- Jean H. Baker, *Sisters: The Lives of America’s Suffragists* (New York: Hill and Wang, 2005), 183-230.

Primary Readings

- Ida B. Wells, “Crusade for Justice” (1892)
- Booker T. Washington and W.E.B. Du Bois Debate Black Progress, 1895, 1903.
- National Negro Committee, “The Call” (1909).
- Alice Stone Blackwell, “Answering Objections to Women’s Suffrage” (1917).
- Doris Stevens, *Jailed for Freedom* (1920).
- Nineteenth Amendment
- Original Copy of the Equal Rights Amendment (1923)

END OF SECONDARY READINGS FOR PAPER I

Monday, January 16th, 2023: No Class Martin Luther King, Jr. Day

No class in observance of Martin Luther King, Jr. Day.

Tuesday, January 17th, 2023: Unionism at “High Tide”

Today, we’ll examine the history of unionism as it entered the height of its powers during the New Deal. We’ll examine the ways that the New Deal protected unions and advocated for workers’ rights. We’ll also, though, spend substantial time on the ways that Black and feminist activists used unions as a means to advocate for increased civil rights as well as economic rights. This week will serve as a bit of a transition point between the labor activism of the Gilded Age and the emergence of the “rights” rhetoric of the modern era.

Secondary Readings (Due Before Term Starts)

- William P. Jones, *The March on Washington: Jobs, Freedom, and the Forgotten History of Civil Rights* (W.W. Norton & Co., Inc., 2013), 1-40.
- Dorothy Sue Cobble, *The Other Women’s Movement: Workplace Justice and Social Rights in Modern America* (Princeton: Princeton University Press, 2004), 11-49.

Primary Readings

- *Muller v. Oregon* (1908)
- *The Crisis*, Trade Unions, 1918
- A. Philip Randolph, “The New Negro—What Is He?” (1920)
- Crystal Eastman, “Now We Can Begin” (1920)
- A. Philip Randolph, Call to March on Washington (1941)
- Women’s Work in a California Warplane Factory (1941-1945)

Wednesday, January 18th, 2023: The Civil Rights Movement

The most important social movement of the twentieth century, the modern civil rights movements catalyzed demands for Black freedom at mid-century. It is one of the most memorialized historical topics in modern discourse, ranging from such stand-bys as Martin Luther King, Jr. and Rosa Parks, to the Little Rock Nine and Selma. We’re going to spend a week on the civil rights movement. While I intend, in class, to watch some newsreel footage of the movement to discuss the importance of media, we will also make sure that we are solid on the civil rights movement since all social movements that came concurrently or after owed a debt to it.

Secondary Readings (Due Before Term Starts)

- Stephen Tuck, *We Ain’t What We Ought to Be: The Black Freedom Struggle from Emancipation to Obama* (Cambridge: Harvard Belknap Press, 2010), 239-280.
- Stephen Tuck, *We Ain’t What We Ought to Be: The Black Freedom Struggle from Emancipation to Obama* (Cambridge: Harvard Belknap Press, 2010), 281-325.

Primary Readings

- *Brown v. Board of Education*, 1954
- Selection from Anne Moody, *Coming of Age in Mississippi*
- Interview with Rosa Parks
- Speech by Martin Luther King, Jr. at Holt Street Baptist Church
- Daisy Bates, *The Long Shadow of Little Rock*, 1957

- Martin Luther King, Jr. “Letter from Birmingham Jail,” 1963
- Original text of Speech to Be Delivered by John Lewis at March on Washington
- Fannie Lou Hamer, “To Praise our Bridges,” 1964
- Martin Luther King, Jr., “Our God is Marching On!”

Thursday, January 19th, 2023: Modern Feminism

Growing out of the modern civil rights movement, modern feminist movement emerged from the writing of Betty Friedan’s 1963 classic The Feminine Mystique. The movement, far more than the modern civil rights movement, evolved into an assertion of individual rights and autonomy. It also pioneered ideas of “consciousness raising” and “identity politics” that remain at the heart of social movements in the United States today. Finally, the modern women’s movement demonstrated deep divides within the movement as regarded class, race, and the ultimate goals of the movement itself. NOTE: At least some of this class period will be devoted to the issue of abortion and the origins of the pro-choice movement.

Secondary Readings (Due Before Term Starts)

- Christine Stansell, *The Feminist Promise: 1792 to the Present* (New York: Modern Library, 2010), 219-271.
- Christine Stansell, *The Feminist Promise: 1792 to the Present* (New York: Modern Library, 2010), 311-351.

Primary Readings

- Betty Friedan, *The Feminine Mystique* (1963)
- National Organization of Women (NOW) Statement of Purpose (1966)
- Casey Hayden and Mary King, “Sex and Caste” (1965).
- Anne Koedt, “The Myth of the Vaginal Orgasm” (1968)
- Kate Millett, “Sexual Politics: A Manifesto for Revolution” (1970)
- Boston Women’s Health Book Collective, *Our Bodies, Ourselves* (1973)
- Andrea Dworkin, “Pornography: Men Possessing Women” (1981)

Friday, January 20th, 2023: Queer Liberation

Gay rights, far from being a modern phenomenon, has a deep history. The 1950s saw the emergence of the very first movement to advocate for rights for a “homosexual minority” with the formation of the Mattachine Society and the Daughters of Bilitis. These homophile efforts reached their zenith in the urban unrest in New York City’s Greenwich Village in late June 1969 with the riots at the Stonewall Inn. Stonewall, though, was just the beginning as it unleashed a plethora of Gay Power politics—exemplified by the Gay Liberation Front and Gay Activists Alliance—in the early 1970s.

Secondary Readings (Due Before Term Starts)

- John D’Emilio, *Sexual Politics, Sexual Communities: The Making of a Homosexual Minority in the United States, 1940-1970* (Chicago: University of Chicago Press, 1983), 57-74, 92-107.

- David Eisenbach, *Gay Power: An American Revolution* (New York: Da Capo Press, 2006), 116-142.

Primary Readings

- Mattachine Society, Statement of Purpose (1951)
- Interview with Harry Hay, "The Founding of the Mattachine Society."
- Interview with Barbara Gittings, "Founding the New York Daughters of Bilitis."
- Martha Shelley, "Gay is Good" (1969).
- Carl Wittman, "Refugees from Amerikkka: A Gay Manifesto" (1970).
- Third World Gay Revolution, "What We Want, What We Believe" (1971).

Monday, January 23rd, 2023: The New Left

We will end our class with a discussion of the student activism broadly defined as the New Left. The student protests of the 1960s that ranged from protests against nuclear power, against U.S. involvement in the Vietnam War, and, ultimately, to a broader critique of the "mainstream" culture remain a cultural touchstone in the United States to this day. We will take a critical look at the student activist movements to examine their goals and strategies as well as their lasting effects on U.S. culture and historical memory.

Secondary Readings (Due Before Term Starts)

- Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960s* (New York: Oxford University Press, 2000), 147-164
- Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960s* (New York: Oxford University Press, 2000), 165-186

Primary Readings

- Students for a Democratic Society, The Port Huron Statement (1962)
- Mario Savio, "Berkeley Fall: The Berkeley Student Rebellion of 1964"
- Gregory Calvert, "In White America" (1967)
- Ed Sanders, Predictions for Yippie Activities (1968)
- The Columbia Strike Coordinating Committee, Columbia Liberated (1968)
- Students for a Democratic Society, Bring the War Home (1969)
- The Weather Underground, Communique #1 (1970)

Wednesday, January 25th, 2023: Finals Day

Final Paper due by 11:59 PM