U.S. Social Movements in the Twentieth Century: Mapping 1960s Struggles for Social Justice

This is an advanced readings seminar on the formation of communities of solidarity devoted to the creation of a socially just world. Through the prism of the 1960s, we will examine the multiple histories of individuals and collectivities that intersected and coalesced into a broad-based transnational movement of social transformation. We will examine the hopes and aspirations of members of collectivities, paying close attention to the ways in which differences defined by race, class, gender, sexuality, and national sovereignty shaped the imaginary of social justice movements. We also will explore how social contestation reinterpreted norms, created new meanings, and disrupted public-private and personal-political binaries to produce new spaces of hope and justice. And we will look at the ways in which communities of solidarity drew on particular social imaginaries to build and represent in physical form these new spaces of hope and justice. Finally, we will look closely at how individuals and collectivities incorporated these struggles of imagination and representation into their everyday, material lives.

Course Requirements

1. General:

   Faithful attendance and lively participation in discussions.

2. Written Work:

   **First paper**, due April 2: an essay (1,300-1,650 words in length, approximately four-five pages) that addresses the question posed by David Harvey: "how do we ‘do justice’ in a world of infinite heterogeneity and open-endedness?" You will frame your essay around the three personal narratives/essay collections assigned for the course: *Outlaw Woman*, by Roxanne Dunbar-Ortiz; *Shaky Ground*, by Alice Echols; and *My Dangerous Desires*, by Amber Hollibaugh. You should draw on the theoretical and conceptual framework provided by the Yuri Kochiyama film and all relevant course readings assigned during the first eleven weeks of the course. Please adhere closely to the required length.

   **Second paper**, due May 12*: an essay (4,000-5,000 words in length, approximately twelve-fifteen pages) that addresses one or more of the themes of the course. Your paper should be based on the seminar readings. If you wish, however, you may incorporate additional materials once you have discussed relevant course readings in your essay. You should identify an important question about social movements in the U.S. and then develop an argument that contributes to our understanding of the history and legacy of social movements to create a just society. Please adhere closely to the required paper length.
3. **Co-Facilitation and In-Class Report:**

Each of you will join me in co-facilitating a class discussion. The meeting in which you co-facilitate, you will read both the assigned reading and the essay listed for that week. You also will write and present a short report on the essay for later distribution to the class. Your report should last *no more* than 15-20 minutes, and should serve both as an introduction to the essay you've read and as a springboard for further discussion of the reading assigned to the entire class. Your report should: a) give a very brief overview of the essay (*no more than* five minutes); b) identify the main argument posed by the author or authors; c) discuss the contribution the essay makes to our understanding of the assigned reading and of social movements, generally. Please adhere closely to the 15-20 minute limit. Your written report should be 900-1,000 words in length (approximately 2½-3 pages). Please submit both a paper and an electronic copy. Following your report, I will post the electronic copy on the Learn at UW site for our course.

**Grade Distribution:**

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<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>50%</td>
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<tr>
<td>Discussion</td>
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<td>Co-Facilitation Report</td>
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<td>Short Essay</td>
<td>20%</td>
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<td>Long Essay</td>
<td>30%</td>
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**Readings**

The following books are available for purchase at the University Bookstore, 711 State Street, and are on reserve in Helen C. White College Library:


**Calendar and Reading Assignments**

**Week 1**

**January 22**  
Social Movements & the 1960s: Introduction  
Film: *Yuri Kochiyama: Passion for Justice*

“*Setting the Stage*”

**Week 2**

**January 29**  
Nikhil Pal Singh, *Black is a Country*

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<thead>
<tr>
<th>Week 3</th>
<th>February 5</th>
<th>Michael Denning, <em>The Cultural Front</em></th>
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<tr>
<td>Week 4</td>
<td>February 12</td>
<td>Peter Levy, <em>The New Left and Labor in 1960s</em></td>
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<td>Week 5</td>
<td>February 19</td>
<td>Jeremi Suri, <em>Power and Protest</em></td>
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<td>Week 6</td>
<td>February 26</td>
<td>Robert O. Self, <em>American Babylon</em></td>
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<td>Week 7</td>
<td>March 5</td>
<td>Michael K. Honey, <em>Going Down Jericho Road</em></td>
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<td><em>“Living the ’60s”</em></td>
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<td>Week 8</td>
<td>March 12</td>
<td>Roxanne Dunbar-Ortiz, <em>Outlaw Woman</em></td>
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<td>Week 9</td>
<td>March 19</td>
<td><em>Spring Break</em></td>
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<td>Week 10</td>
<td>March 26</td>
<td>Alice Echols, <em>Shaky Ground</em></td>
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<td>Week 11</td>
<td>April 2</td>
<td>Amber Hollibaugh, <em>My Dangerous Desires</em></td>
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“Organizing Difference”

Week 12
April 9
Anne Enke, *Finding the Movement*


Week 13
April 16
Paul Chaat Smith and Robert Allen Warrior, *Like a Hurricane*


Week 14
April 23
Lorena Oropesa, ¡Raza Sí! ¡Guerra No!


Week 15
April 30
Estella Habal, *San Francisco’s International Hotel*


Week 16
May 7
Annelise Orleck, *Storming Caesar’s Palace*


May 12
Final Paper Due at 4:00 in Mailbox 4018 Mosse Humanities Building
*late papers receive significantly reduced grades*