

**MOVEMENTS FOR SOCIAL JUSTICE
POLITICS 208
SPRING 2016**

Prof. Peter Dreier

Tuesday and Thursday 1:30-2:55 pm – Berkus 232

Monday 7 pm - Weingart 117 (films)

Office Hours: Tuesday and Thursday 3:15-5 pm

What This Course is About

This is a discussion course about American protest movements for social justice. In addition to class discussion and readings, there will be a weekly film series on Monday nights at 7 pm. I will lecture on occasion, but the success of the course will rely primarily on class discussions.

Throughout human history, powerless groups of people have organized social movements to try to improve their lives and the society in which they lived. Powerful groups and institutions have generally resisted these efforts in order to maintain their own privilege, although there are always people from privileged backgrounds who join forces with the oppressed. How did these movements come about? What did they do to force society's elites to compromise and enact reforms? What did these movements accomplish in terms of improving people's day-to-day lives?

Although inequalities of power and privilege have always existed, and while protest activity is a constant part of our political history, some periods of history are more likely than others to spawn protest movements.

This course will focus on American protest movements in the 20th and 21st centuries. First we will look at some questions that pertain to all protest movements, such as leadership, mobilization, organization, strategy, and consciousness. Then, using these concepts, we will spend the rest of the course examining the major protest movements of this century. These include the Populist (farmers) revolt, the labor movement, the women's movement, the civil rights movement, the peace movement, the student movement, the environmental movement, the gay rights movement, and the consumer/neighborhood movement. What impact have these movements had on our society? How can you tell?

Back in 1900, people who called for women's suffrage, laws protecting the environment and consumers, an end to lynching, the right of workers to form unions, a progressive income tax, a federal minimum wage, old-age insurance, dismantling of Jim Crow laws, the eight-hour workday, and government-subsidized health care and housing were considered impractical idealists, utopian dreamers, or dangerous socialists. Now we take these ideas for granted. The radical ideas of one generation have become the common sense of the next.

How did this happen?

Social movements transformed these (and many other) radical ideas from the margins to the mainstream, and from polemics to policy. The 20th century is a remarkable story of progressive accomplishments against overwhelming odds. But it is not a tale of steady progress. At best, it is a chronicle of taking two steps forward, then one step backward, then two more steps forward. The successful battles and social improvements came about in fits and starts. When pathbreaking laws are passed – such as the Nineteenth Amendment (which granted women suffrage in 1920), the Fair Labor Standards Act of 1938 (which created the minimum wage), the Civil Rights Act of 1964 (which outlawed many forms of racial discrimination), and the Clean Air Act of 1970 – we often forget that those milestones took decades of work by activists, thinkers, and politicians.

Each generation of Americans faces a different set of economic, political, and social conditions. There are no easy formulas for challenging injustice and promoting democracy. But unless we know this history, we will have little understanding of how far we have come, how we got here, and what still needs to change to make America (and the rest of the world) more livable, humane, and democratic.

We will try to learn some lessons from these movements that could apply to the current period -- and to the future. Some of the questions that we will deal with in this course include the following:

1. Social Conditions: What factors -- historical, social, economic, political -- promote the emergence of protest movements? Why do certain historical periods seem to feature large-scale protest and upheaval, while others do not? Does it make sense to think of some people or some groups as especially "ready" or "prone" to protest or join movements? What types of personal needs and motives may be satisfied by participation in social movements? What are the different kinds of social movements? Why do different movements attract different kinds of people? What factors lead people toward "apathy?"

2. Internal Dynamics: People often endure a great deal of suffering and humiliation before they resist and rebel. Why? Do they think that their situation is inevitable and thus not worth trying to change? Do they fear reprisal for any hint of resistance (for example, getting fired if they participate in a union organizing campaign)? Do they lack the knowledge to understand what changes are possible or lack the skills to identify and challenge those who have power over them? Then, something happens to alter these calculations. What was happening in the society that catalyzed a significant number of people to change their daily routines and participate in some form of activism? What specific events triggered people to organize? But finding the will to organize doesn't guarantee that they will do so successfully. So we also ask: What sources of power are available to disadvantaged people? What strategies and tactics do movements employ? How important are strikes, boycotts, demonstrations, sit-ins, music, and the mass media? What is the relationship of protest movements to conventional politics — elections, political parties, voting, lobbying, and so on? How do activists and movements balance the tension between being outsiders and insiders? Every movement has a division of labor. There are organizers, leaders, and rank-and-file activists as well as the many kinds of supporters and allies — writers, journalists, musicians and singers, artists, intellectuals, clergy, lawyers, politicians,

and others. How does this happen? All movements face opposition from political and/or corporate elites, grassroots counter-movements, or both. Movements win victories when they can take advantage of their opposition's weaknesses. So, like movement organizers and strategists, we spend time in the course evaluating what resources the opposition had, how cohesive it was, and where it was vulnerable to challenge – at least vulnerable enough to have to negotiate and compromise.

3. Impact: What does "success" mean for a protest movement? For example, was the antiwar movement "successful" when the Vietnam war ended, even though the degree of U.S. militarism did not significantly decline? Why are some movements successful and others not? How important are such factors as: the numbers of people; use of violent or non-violent tactics; the scope of goals (it is easier to win if you don't ask for much); the strength of the opposition? How do people's everyday lives and routines change as they participate in social movements? How do people's lives change when (and if) movements are successful? In other words, do social protest movements really make a difference in achieving more social justice?

Course Requirements

Students are expected to do the readings on time, attend the films, and participate in class discussion. Your grade will be based on the following:

1. One-third of your grade will be based on your journal. Each student will keep a journal that records what you have learned in the course in the way of specific new knowledge, new understanding, perplexing questions, and so on. This will be an ongoing record of your intellectual growth. I will collect, read them, and grade them twice -- at mid-term and at the end of the term. (Please type them). Your journal is not meant simply to be a summary of the readings and films, but rather your critical reactions to the course materials, general observations, or concerns that you formulate in response to the course. For each reading or film, your journal should include the following:

- Discuss each week's readings and film in your own words. What are the main issues and themes? How do the readings and films address these issues and themes? What questions do the readings and films raise for you about movements for social justice? If you can't summarize it in your own words -- for example, try explaining it to your roommate -- you probably don't understand it. You don't have to summarize each reading or film separately; instead, write about what you've learned from the materials for the entire week.
- Write down things you don't understand -- concepts, historical events, and so on. The odds are good that if you don't understand something, some other students don't either. Bring these up during class discussion.
- Write down things you disagree with. Again, if you disagree with one or more of the authors, or the film makers, the odds are that other students share your perspective. Bring these up in class discussion.

- Write down other observations and thoughts you have.
2. One-third of your grade will be based on your attendance and participation in class.
 3. One-third of your final grade will be determined by a take-home final exam. This will be an essay-style exam. It will cover the entire course -- readings, films, discussions.

Required Books to Purchase

Douglas Brinkley, Rose Parks: A Life (Penguin Books, 2000)

Peter Dreier, The 100 Greatest Americans of the 20th Century (Nation Books, 2012)

Upton Sinclair, The Jungle (Literary Touchstone Edition, published by Prestwick House, originally published in 1906).

Howard Zinn, A People's History of the United States (Harper Perennial Modern Classics, 2005)

Moodle Readings: Many of the readings for this course will be found on the Moodle website for Politics 208. These are marked with an asterisk (*). It is each student's responsibility to get these readings from the website. I would prefer that you download them so you can mark them up as well as bring them to class. There are many separate articles from magazines, newspapers, journals and other sources, so it may take time to download them each week. Make sure you have sufficient time to do this.

Films: Attendance at the weekly films is required. Even if you've seen one or more of the films before, you will get a new perspective on the film and the movement it portrays. You can invite other students or friends to attend. Popcorn is optional.

Thoughts on Movements for Social Justice

Justice, justice shalt thou pursue.

Deuteronomy 16:20

Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given and transmitted from the past. The tradition of all the dead generations weighs like a nightmare on the brain of the living.

Karl Marx, 1852

The Eighteenth Brumaire of Louis Bonaparte

Let me give you a word on the philosophy of reform. The whole history of the progress of human liberty shows that all concessions yet made to her august claims have been born of earnest struggle. The conflict has been exciting, agitating, all absorbing, and for the time being putting all other tumults to silence. It must do this or it does nothing. If there is no struggle there is no progress. Those who profess to favor freedom, and yet depreciate agitation, are men who want crops without plowing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its many waters. This struggle may be a moral one; or it may be a physical one; or it may be both moral and physical; but it must be a struggle. Power concedes nothing without a demand. It never did and it never will. Find out just what people will submit to, and you have found the exact amount of injustice and wrong which will be imposed upon them; and these will continue until they are resisted with either words or blow, or with both. The limits of tyrants are prescribed by the endurance of those whom they oppress.

Frederick Douglass, 1857

The Significance of Emancipation in the West Indies"

I can hire one half of the working class to kill the other half

Financier Jay Gould, 1886

During the Southwest railroad strike

What does labor want? We want more schoolhouses and less jails; more books and less arsenals; more learning and less vice; more leisure and less greed; more justice and less revenge; in fact, more of the opportunities to cultivate our better natures, to make manhood more noble, womanhood more beautiful, and childhood more happy and bright

Samuel Gompers, labor leader, 1898

Don't mourn for me. Organize.

Joe Hill, labor song writer, 1915

Pray for the dead, and fight like hell for the living.

Mother Jones, organizer

Your Honor, years ago I recognized my kinship with all living beings, and I made up my mind that I was not one bit better than the meanest on earth. I said then, and I say now, that while there is a lower class, I am in it, and while there is a criminal element I am of it, and while there is a soul in prison, I am not free.

*Eugene Debs, labor leader/Socialist presidential candidate
Statement in Federal Court, 1918*

You see things and you say, "why?" But I dream things that never were and I say, "Why not?"

*George Bernard Shaw, playwright
Back to Methuselah, 1921*

Freedom is never granted; it is won. Justice is never given; it is exacted.

A. Philip Randolph, civil rights/labor organizer

In Germany they came first for the Communists, and I didn't speak up because I wasn't a Communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me, and by that time no one was left to speak up.

Rev. Martin Niemoller, 1945

Where, after all, do universal human rights begin? In small places, close to home so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

*Eleanor Roosevelt, 1958
Speech to the United Nations*

The arc of the moral universe is long, but it bends towards justice.

Rev. Martin Luther King Jr. , 1967

If you want peace, work for justice.

Pope Paul VI, 1972

It isn't the rebels who cause the troubles of the world; it's the troubles that cause the rebels

Carl Oglesby, Students for a Democratic Society

TOPICS AND READING ASSIGNMENTS

Part I: Key Concepts

Introduction (Thursday, January 21)

Film clips from "The Grapes of Wrath"

"What Have Unions Ever Done for Us?" (American video, 3 minutes)

<http://www.youtube.com/watch?v=iObqguNDdA>

"Martin Luther King, Jr., LBJ, and the Civil Rights Act of 1964." (*Bill Moyers Journal*, January 18, 2008) <https://www.youtube.com/watch?v=mFIXpoA-MQY>

Film: Monday, January 25: "The Long Walk Home"

Making History: When Is the Time "Ripe" for Change? Conditions That Make Movements Possible (But Not Inevitable) (Tuesday, January 26)

Dreier, *The 100 Greatest Americans* ("Introduction" and "20th Century Timeline")

*Frederick Douglass, Excerpt from "The Significance of Emancipation in the West Indies" (1857)

*Dreier, "This Economy Is a Real Killer" (*Huffington Post*, March 10, 2009)

*Greenhouse, "Hotel Rooms Get Plusher, Adding to Maids' Injuries" (*NYT*, April 21, 2006)

*Rutten, "Treating People Like Garbage" (*LAT*, August 28, 2010)

*Tobar, "Housing Laws No Cure for Slums' Ills" (*LAT*, July 20, 1997)

*Polakovic, "Latinos, Poor Live Closer to Sources of Air Pollution" (*LAT*, October 18, 2001)

*Eckholm, "Access to Abortion Falling as States Pass Restrictions" (*NYT*, January 3, 2014)

*Glynn, "Paid Parental Leave Sorely Lacking Across the United States" (Center for American Progress, March 2012)

*Zinn, "Young Ladies Who Can Picket" (from Zinn, *You Can't Be Neutral on a Moving Train*)

*Dreier, "Steve Mnuchin Meet Rose Gudiel" (*Huffington Post*, October 10, 2011)

*Dreier, "Gay Marriage: The Tide Has Turned and There's No Going Back" (*Huffington Post*, March 21, 2013)

*Wiener, "Confrontation in Black and White" – review of *The Race Beat* (*LA Times*, November 12, 2006)

Mobilization: Turning Anger and Frustration Into Hope and Action (Thursday, January 28)

*Blake, "How Ferguson Could Become a Movement: Four Lessons From History" (*CNN*, August 30, 2014)

*Dianis, "3 Women and a Hashtag: Birth of a Movement" (*Chronicle of Philanthropy*, January 5, 2016)

*Greenhouse, "Strong Voice in 'Fight for 15' Fast-Food Wage Campaign" (*NY Times*, December 14, 2014)

- *Cohen, "Cecile Richards: Grace Under Fire at Planned Parenthood" (American Prospect, Winter 2016)
- *Dolan, "Environmental Activists Adapt to Insider Role" (LAT, March 23, 1993)
- *Mayer, "Taking it to the Streets" (New Yorker, Nov. 28, 2011)
- *Dreier and Flacks, "Patriotism's Secret History" (The Nation, June 3, 2002)
- *Greenhouse, "The Art of Labor" (AFL-CIO, April 30, 2015)
- *Cocke, "Been in the Storm So Long: Guy Carawan" (Occidental Magazine, Winter 2003)
- *Hazen, "Ten Disrupters: People Who Really Shook Up the System in 2013" (AlterNet, December 31, 2013)
- *Dreier and Collins, "Traitors to Their Class" (Huffington Post, December 21, 2011)
- *Greenhouse, "Labor and Clergy Reunite to Help Society's Underdogs" (NYT, August 18, 1996)
- *Solnit, "A Letter to My Dismal Allies on the US Left" (Guardian, October 15, 2012)

Part II: Challenges to Monopoly Capitalism

Film: Monday, February 1: "Northern Lights"

Conditions Facing Farmers and the Origins of Populism (Tuesday, February 2)

Zinn, A People's History of the United States (Ch. 11, "Robber Barons and Rebels")

- *Goodwyn, "Introduction" and "The Alliance Develops a Movement Culture" (The Populist Moment, 1978)
- *"Killing Fields" (Graph) (Beck and Tolnay, "The Killing Fields of the Deep South: The Market for Cotton and the Lynching of Blacks, 1882-1930" (American Sociological Review, August 1990)

Populism, Protest and Politics (Thursday, February 4)

- *Ecroyd, "The Populist Spellbinders" (from Paul Boase, ed., The Rhetoric of Protest and Reform, 1980)
- *"The Farmer Is the Man" (author unknown; date, circa 1870s)
- *Dreier, "Yellow Brick Road was Primrose Path" (Boston Globe, July 14, 1985)
- *Ellsworth, "Organizing the Organized: The Origins of the Nonpartisan League" (The Organizer, Summer 1981)

Film: Monday, February 8: "The Killing Floor"

Sweatshops and Slums – 1 (Tuesday, February 9)

Dreier, The 100 Greatest Americans (Upton Sinclair)
Sinclair, The Jungle

Sweatshops and Slums – 2 (Thursday, February 11)

Sinclair, The Jungle

Film: Monday, February 15: "The Triangle Fire" and "Debs and the American Movement"

The Triangle Fire and the Lawrence Textile Strike (Tuesday, February 16)

Watch this video before class: "Collective Voices: The Textile Strike of 1912"

<https://vimeo.com/102648903> (20 minutes)

Watch this 3-minute clip from the 2014 British film, "Pride," about a coalition of gay/lesbian activists and coal miners. In this clip, they sing the American song, "Bread & Roses," usually identified with the 1912 textile workers strike in Lawrence, Massachusetts:

<https://www.youtube.com/watch?v=qNQs6gSOkeU>

Dreier, 100 Greatest Americans (Louis Brandeis, Robert Wagner, Frances Perkins, Rose Schneiderman)

*Zwick, "Behind the Song: `Bread and Roses'" (*Sing Out*, Vol. 46, No. 4, Winter 2003)

*Dreier and Cohen, "The Fire Last Time" (*New Republic*, March 11, 2011)

*Morris Rosenfield, "My Resting Place" <http://jwa.org/media/mayn-rue-plats>

*Morris Rosenfield, "Memorial for Triangle Fire Victims" <http://historymatters.gmu.edu/d/5479>

Workers Challenge Big Business (Thursday, February 18)

Watch this video before class: "Robert La Follette Campaigns" (90 seconds)

<http://www.youtube.com/watch?v=-6JzTFwJXV4&feature=related>

Dreier, 100 Greatest Americans (Robert La Follette, Clarence Darrow, William "Big Bill" Haywood, John L. Lewis)

*Morais and Boyer, "Murder and Millions" and "The Golden Insanity" (Chapters 7-8 from Morais and Boyer, Labor's Untold Story)

"Labor Landmarks" (*LAT*, Sept. 5, 1994)

*Beilke, "Workers' Playtime" (*The Nation*, April 13, 1998)

*Dreier, "This Year's May Day Rallies Continue Tradition of Protests for Workers Rights" (*Huffington Post*, April 26, 2015)

Film: Monday, February 22: "Jeannette Rankin: The Woman Who Voted No" and "The House That Jane Built"

Socialism: Democratizing Politics and the Economy (Tuesday, February 23)

Zinn, A People's History of the United States, (Chapter 13)

Dreier, 100 Greatest Americans (Eugene Debs, Victor Berger)

*"The Socialist Party's Platform, 1912"

*Debs, "Address to the Court" - Cleveland, Ohio - September 18, 1918.

http://www.emersonkent.com/speeches/address_to_the_court.htm

*Baer, "The Pledge of Allegiance: A Short History" (1992)

*Nichols, "A Legal and Peaceable Revolution of the Mind: The Socialism That Did Happen Here" (from Nichols, The "S" Word, 2011)

*DeMarco, "Water, Socialism and the Masses" (from A Short History of Los Angeles, 1988)

Radicals and Reformers (Thursday, February 25)

Watch this video before class: "Florence Kelley: Impatient Crusader" (8 minutes)

<http://www.youtube.com/watch?v=mPJxx5YVZDU&feature=related>

Watch this two-part video before class: "Child Labor and Lewis Hine"

http://www.youtube.com/watch?v=_t-9ORCu6zw (7 minutes)

- <http://www.youtube.com/watch?v=sb3yCEQxp1E&feature=relmfu> (8minutes)
- Zinn, *A People's History of the United States*, (Chapter 12, "The Empire and the People" and Chapter 14, "War Is the Health of the State")
- Dreier, *100 Greatest Americans* (Tom Johnson, Theodore Roosevelt, Florence Kelley, John Dewey, Jane Addams, Lincoln Stephens, Hiram Johnson, Alice Hamilton, Lewis Hine, Roger Baldwin)
- *Sklar, "Hull House in the 1890s: A Community of Women Reformers" (*Signs*, Vol. 10, No. 4, 1985)
- *Westbrook, "Lewis Hine & the Two Faces of Progressive Photography" (*Tikkun*, April/May 1987)

Film: Monday, February 29: "One Woman, One Vote"

Feminism (Tuesday, March 1)

- Watch this video before class: "Alice Stokes Paul: Women's Suffrage"
<http://www.youtube.com/watch?v=GjYtacfcgPU> (5 minutes)
- Watch this video before class: "Margaret Sanger Interviewed by Mike Wallace, 1957"
<http://www.c-span.org/video/?288555-1/mike-wallace-interview-margaret-sanger>
 (25 minutes)
- Dreier, *100 Greatest Americans* (Charlotte Perkins Gilman, Emma Goldman, Margaret Sanger, Helen Keller, Alice Stokes Paul)
- *"Woman's Suffrage" (from Cooney and Michalowski, *The Power of the People*, 1977)
- *Gilman, "The Socialist and the Suffragist" (*Appeal to Reason*, September 28, 1912)
- *Katz, "Socialist Women and Progressive Reform" (from Deverell and Sitton, eds., *California Progressivism Revisited*, 1994)
- *Dye, "Creating a Feminist Alliance: Sisterhood and Class Conflict in the New York Women's Trade Union League, 1903-1914" (*Feminist Studies*, Spring 1975)

Civil Rights (Thursday, March 3)

- Dreier, *100 Greatest Americans* (W.E.B. Du Bois, A. Philip Randolph, Paul Robeson)
- *Giddings, "Ida Wells" (from Buhle, Buhle & Kaye, *The American Radical*, 1994)
- *Tuttle, "Labor Conflict and Racial Violence: The Black Worker in Chicago, 1894-1919" (*Labor History*, 1969)
- *Rossi, "The Scottsboro Trials: A Legal Lynching" (*Cornell Law Forum*, Winter 2002 and Spring 2003)

<p>Spring Break March 7-11</p>

Part III. The Depression, the New Deal, and the CIO

Film: Monday, March 14: “We Have a Plan” and “Sit Down And Fight: Walter Reuther and the United Auto Workers”

The Depression and the New Deal (Tuesday, March 15)

Zinn, A People’s History of the United States (Chapter 15, “Self Help in Hard Times”)

Dreier, 100 Greatest Americans (Franklin Roosevelt, Fiorello La Guardia,

Eleanor Roosevelt, Norman Thomas, A.J. Muste, Sidney Hillman, Henry Wallace, Floyd Olson, Dorothy Day, Harry Bridges, Langston Hughes, Myles Horton, Walter Reuther, Woody Guthrie)

*Cohen, “Introduction” (from Nothing to Fear: FDR’s Inner Circle and the Hundred Days that Created Modern America, 2009)

*Frank, “Girl Strikers Occupy Chain Store: Win Big: The Detroit Woolworth’s Strike of 1937” (from Zinn, Frank and Kelley, Three Strikes, 2001)

Songs:

- “Life is Just a Bowl of Cherries” - (lyrics by Lew Brown, music by Ray Henderson, sung by Rudy Vallee, 1931)

<http://www.youtube.com/watch?v=mc6RS9e3Dhw> (3 minutes)

Lyrics: <http://www.songlyrics.com/rudy-vallee/life-is-just-a-bowl-of-cherries-lyrics>

- “We’re In the Money” - (lyrics by Al Dubin, music by Harry Warren, sung by Ginger Rogers in 1933 film, “Gold Diggers of 1933”)

<http://www.youtube.com/watch?v=UJOjTNuuEVw> (2 ½ minutes)

Lyrics: <http://www.stlyrics.com/lyrics/42ndstreet/wereinthemoney.htm>

- “Brother, Can You Spare A Dime?” (by A.Y. Harburg and Jay Gorney, 1932)

Sung by Bing Crosby: <http://www.youtube.com/watch?v=eih67rlGNhU> (3 minutes)

Sung by Al Jolson: <http://www.youtube.com/watch?v=4F4yTOKAMyo> (3 minutes)

Lyrics: <http://www.metrolyrics.com/brother-can-you-spare-a-dime-lyrics-bing-crosby.html>

- *”I Don’t Want Your Millions, Mister” (Jim Garland, 1930s)

Sung by the Almanac Singers https://www.youtube.com/watch?v=x_9DIcIyBGU (3 minutes)

Lyrics: <http://www.lyricsera.com/1142930-lyrics-all-i-want.html>

- “Which Side Are You On?” (by Florence Reece, 1931)

Sung by Pete Seeger: <https://www.youtube.com/watch?v=5ljZAlp6lMM> (2 ½ minutes)

Lyrics: http://www.aldielyrics.com/lyrics/pete_seeger/which_side_are_you_on.html

- “Roll The Union On” -- (by John Handcox, 1937)

<http://www.youtube.com/watch?v=v4YeDI4R9MA> (2 minutes)

Lyrics: <http://unionsong.com/u008.html>

- *”Ballad for Americans” (by Earl Robinson and John LaTouche, 1939;

Sung by Paul Robeson) <http://www.youtube.com/watch?v=rnXyGr668wg> (10 minutes)

Lyrics: <http://lyricsplayground.com/alpha/songs/b/balladforamericans.shtml>

Movement Culture and Consciousness (Thursday, March 17)

*Clifford Odets, Waiting for Lefty (a play written in 1935)

Part IV. Out of the Cold: Confronting the American Dream

Film: Monday, March 21: “Red Nightmare” and “Hollywood on Trial”

The American Empire and the Red Scare (Tuesday, March 22)

Zinn, A People’s History of the United States (Chapter 16, “A Peoples War?”)

Dreier, 100 Greatest Americans (Henry Wallace, William O. Douglas, Vito Marcantonio, William J. Brennan, I.F. Stone, John Kenneth Galbraith)

*Egerton, “A Liberating War” (from Egerton, Speak Now Against the Day, 1994)

*Lader, “The Campaign Against Labor and the Left” and “Destroying the Communist Party” (Chapters 1 and 6 from Lader, Power on the Left)

The Blacklist and the Culture of the Cold War (Thursday, March 24)

- Listen (and read the lyrics) to the song “Ballad for Americans,” written by Earl Robinson and John LaTouche in 1939. This version is sung by Paul Robeson, who popularized the song among the general public <http://www.youtube.com/watch?v=rnXyGr668wg> (10 minutes) Lyrics: <http://www.lyrics.net/lyric/1074854>
- Watch this video and read the lyrics: “Strange Fruit,” written by Abel Meeropol and sung by Billie Holiday <http://www.youtube.com/watch?v=WlMhj7I4wtQ> (10 minutes) Lyrics: http://www.lyricsfreak.com/b/billie+holiday/strange+fruit_20017859.html
- Listen (and read the lyrics) to the song “Little Boxes,” written in 1962 by Malvina Reynolds, which became a hit for Pete Seeger a year later. https://www.youtube.com/watch?v=l_FB9bwyp6M (3 minutes) Lyrics: <http://people.wku.edu/charles.smith/MALVINA/mr094.htm>

Dreier, 100 Greatest Americans (Paul Robeson, Studs Terkel, Arthur Miller, C. Wright Mills, Pete Seeger)

*Margolick, “Strange Fruit” (Vanity Fair, September 1998)

*DiEugenio, “Trumbo and the Hidden Story of the Red Scare” (Portside, December 25, 2015)

*Sayre, “Assaulting Hollywood” (World Policy Journal, Winter 1995/1996)

*Gitlin, “Cornucopia & its Discontents” and “Underground Channels” (The Sixties, 1987)

Film: Monday, March 28: “Selma”

The Civil Rights Struggle: Rose Parks (Tuesday, March 29)

Brinkley, Rosa Parks: A Life

The Civil Rights Struggle : Dismantling Jim Crow (Thursday, March 31)

Zinn, A People’s History of the United States (Chapter 17)

Dreier, 100 Greatest Americans (A. Philip Randolph, Earl Warren, Virginia Durr, Thurgood Marshall, Lyndon B. Johnson, Bayard Rustin, Jackie Robinson, Martin Luther King)

*King, “Letter from Birmingham Jail”

Film, Monday, April 4: "Berkeley in the 60s"

The Civil Rights Struggle: Voting Rights and Workers Rights (Tuesday, April 5)

Watch this 38-minute video before class: "Love and Solidarity: The Story of Rev. James Lawson"

<http://fetzer.org/work/projects/love-and-solidarity-story-rev-james-lawson>

Dreier, 100 Greatest Americans (Ella Baker, Fannie Lou Hamer, Jerry Wurf, Malcolm X, Michael Harrington, Rev. James Lawson, Bob Moses, John Lewis, Jesse Jackson)

*Lader, "Building a Black Base" and "Summer of Decision: 1964" (Chapters 11 and 12 from Lader, Power on the Left)

*Dreier, "Why He Was in Memphis" (American Prospect, January 15, 2007)

*Korstad and Lichtenstein, "How Organized Black Workers Brought Civil Rights to the South" (Journal of American History, December 1988)

The Student New Left and the Anti-War Movement (Thursday, April 7)

Zinn, A People's History of the United States (Chapter 18)

Dreier, 100 Greatest Americans (A.J. Muste, Theodor Geisel, Rabbi Abraham Joshua Heschel, Howard Zinn, Rev. William Sloane Coffin, Noam Chomsky, Allard Lowenstein, Tom Hayden, Joan Baez, Bob Dylan, Muhammad Ali)

*Lader, "The New Left and the Berkeley Uprising" (Chapter 13 from Power on the Left)

*Students for a Democratic Society, "The Port Huron Statement" (1960)

*Martin Luther King, Jr., "Declaration of Independence from the War in Vietnam" (1967)

*Hayden, "A Time of Greatness and Wonder" (from Reunion, 1988)

Film, Monday, April 11: "The Times of Harvey Milk"

Second Wave Feminism (Tuesday, April 12)

Zinn, A People's History of the United States (Chapter 19)

Dreier, 100 Greatest Americans (Bella Abzug, Betty Friedan, Gloria Steinem, Barbara Ehrenreich, Billie Jean King)

*Winkler, "Relooking at the Roots of Feminism" (Chronicle of Higher Education, April 12, 1996).

*Ferree and Hess, "Dilemmas of Growth: The Promise of Diversity" (from Controversy and Coalition: The New Feminist Movement, 1985)

*Gornick, "Who Says We Haven't Made a Revolution?" (NYT Magazine, April 15, 1990)

*Boxer, "One Casualty of the Women's Movement: Feminism" (NYT, Dec. 14, 1997)

*Ehrenreich, "Beyond Gender Equality" (Democratic Left, July\August 1993)

*Cobble, "Feminism Transforms Women Service Workers" (in Boris and Lichtenstein, eds., Major Problems in the History of the American Worker, 2003)

*"Five Rights Women Could Lose" (MS, Summer 2005)

*Lake, "The Polls Speak: Americans Support Abortion" (MS, Summer 2005)

*Freedman, "Feminism's Amazing Achievement: Changing the Conversation – and Laws – About Rape" (Salon, August 25, 2013)

Gay Liberation (Thursday, April 14)

Dreier, 100 Greatest Americans (Harry Hay, Harvey Milk, Tony Kushner)

*D'Emilio, "50 Years of Gay and Lesbian Activism" (The Progressive, July 2001)

- *Hirshman, "What Stonewall Got Right, and Occupy Got Wrong" (New Yorker, June 21, 2012)
- *Savage, "Supreme Court Faced Gay Rights Decision in 1958 Over 'Obscene' Magazine" (LA Times, January 11, 2015)
- *Applebome, "Gays in the Military Prompts Mobilization of Conservatives" (NYT, February 1, 1993)
- *Miller, "Thousands Rally in Washington for Gay Rights" (LAI, May 1, 2000)
- *Quittner and Graham, "Loud Opposition, Quiet Support" (The Advocate, April 27, 2004)
- *Heil, "The Kingmakers" (The Advocate, January 31, 2006)
- *Calmes and Baker, "Obama Says Same-Sex Marriage Should Be Legal" (NYT, May 9, 2012)
- *"Gay Marriage Chronology" (LAI, June 26, 2015) <http://graphics.latimes.com/usmap-gay-marriage-chronology>
- *Kim, "Close Down the Gay Movement?" (The Nation, April 16, 2014)
- *Eckholm, "Next Fight for Gay Rights: Bias in Jobs and Housing" (NYT, June 28, 2015)

Film: Monday, April 18: "Ralph Nader: An Unreasonable Man"

Farmworkers and the Rise of Latino Power (Tuesday, April 19)

Watch this 50-minute film, "The Struggle in the Fields," before coming to class:

<https://www.youtube.com/watch?v=Flglal5AVpY>

Dreier, 100 Greatest Americans (Carey McWilliams, Cesar Chavez)

*Cesar Chavez, "The Organizer's Tale" (Ramparts, July 1966)

*Alicia Chavez, "Dolores Huerta and the United Farm Workers Union" (in Ruiz and Korrol, eds., Latina Legacies, 2005)

*Jenkins, "The Transformation of a Constituency into a Movement" (from Freeman, Social Movements of the Sixties and Seventies, 1983)

*Lopez, "Journalist's Death Still Clouded by Questions" (LA Times, Aug. 26, 1995)

*Ortega, "The Legacy of Bert Corona" (The Progressive, August 2001)

Environmentalism, Consumer Activism, and Community Organizing (Thursday, April 21)

Zinn, A People's History of the United States (Chapters 21 and 23)

Dreier, 100 Greatest Americans (Rachel Carson, Saul Alinsky, David Brower, Jane Jacobs, Barry Commoner, Ralph Nader)

*Price, "The Emergence of the Anti-Nuclear Movement" (The Antinuclear Movement, 1990)

*Rosen, "Who Gets Polluted? The Movement for Environmental Justice" (Dissent, Spring 1994)

*Moberg, "Brothers and Sisters – Greens and Labor: It's a Coalition that Gives Corporate Polluters Fits" (Sierra Club Magazine, January/February 1999)

*Chuttum, "Lift Them Up" (City Limits, September 1993)

*Brownstein, "An Idea Grows in Brooklyn" (US News & World Report, July 27, 1998)

*Breidenbach, "LA Story" (Shelterforce, March/April 2002)

*Gertner, "What Is a Living Wage?" (NYT, Jan. 15, 2006)

*Wiener, "Divestment Report Card: Student, Stocks, and Shanties" (Nation, October 11, 1986)

V. Where Are We Going?

Film: Monday, April 25: "Bread and Roses"

The 21st Century So Far (Tuesday, April 26)

Zinn, A People's History of the United States (Chapter 25)

Dreier, 100 Greatest Americans (Ted Kennedy, Bill Moyers, Paul Wellstone, Bruce Springsteen, Michael Moore and "The 21st Century So Far")

*Dreier, "20 Activists Who Are Changing America" (Huffington Post, November 3, 2013)

*Kirsch, "What Progressives Did Right to Win Health Care" (The Nation, August 9, 2010)

*Gitlin, "Fossil Fuels Off Campus" (Dissent, Spring 2016)

*Gamble, "Why Political Campaigns Are in a Constant State of Concern About Millennial Voting Patterns" (The Nation, February 22, 2016)

*Carrasquillo, "How The Immigrant Rights Movement Got Obama To Save Millions From Deportations" (Buzzfeed, November 22, 2014)

*Dreier, "How the Fight for 15 Won" (American Prospect, April 4, 2016)

*Smith, "A Concrete Plan to Make Black Lives Matters" (The Nation, February 13, 2016)

*Pollitt, "The Whole World Still Needs Feminism" (The Nation, March 11, 2016)

What Now? (Thursday, April 28)

Watch this video before class: "Standing Up for Democracy," Bill Moyers interviews Ai-jen Poo, Sarita Gupta, and George Goehl, March 30, 2012 (one hour)

<http://billmoyers.com/episode/full-show-standing-up-for-democracy>

*Beinart, "The Rise of a New New Left" (Daily Beast, September 12, 2013)

*Rolf, "Toward a 21st Century Labor Movement" (American Prospect, April 18, 2016)

*Engler and Engler, "In Praise of Impractical Movements" (Dissent, March 9, 2016)

*Sanders, "My Vision for Democratic Socialism in America" (In These Times, Nov.19, 2016)

*Dreier, "Is Bernie Sanders Too Radical for America?" (American Prospect, June 30, 2015)

*"Phillips-Fein, Postel, Greene, and Kazin, "Who Is the Real Progressive: Hillary Clinton or Bernie Sanders?" (The Nation, February 24, 2016)

*Meyerson, "The Long March of Bernie's Army" (American Prospect, March 23, 2016)