History 351: American Radicalism
Winter 2017

**A #trumpsyllabus course**This term and next, American historians in our department are responding to the intense and unprecedented Presidential election of 2016 by designating courses with the hashtag #trumpsyllabus. We’ll use the hashtag as well to identify particular topics, reading material, assignments and the like which may shed light on the current political situation.

During the campaign, there were two projects to create a full syllabus relevant to Donald Trump and the political movement he has represented. Here are links to each of them. Note that Trump Syllabus 2.0 was created in reaction to and as a critique of Trump Syllabus 1.0. They’re not required for the course, but I hope you’ll be curious enough to take a look at them.
 Trump syllabus 1.0: <http://www.chronicle.com/article/Trump-Syllabus/236824> Trump syllabus 2.0: <http://www.publicbooks.org/feature/trump-syllabus-20>

**History 351: Class meets 2:00-3:20 Tuesdays and Thursdays, 101 Knight Library**

**Instructor: Daniel Pope, 366 McKenzie, 346-4015,** **dapope@uoregon.edu** **Office Hours: 11:00-1:00 Tuesdays and Thursdays or by appointment**

**GTF: TBA**

History 351 is the second term of a two-term sequence on the history of American radical movements and ideas. This term we will deal with topics in American radicalism since about 1900. History 350 is **not** a prerequisite. Hist 350 will be offered next in fall 2017.

 I don’t assume that students in this class have any previous course work in American history. If at some point you find yourself unfamiliar with terminology, events, people, etc. mentioned in class or in the reading, don't hesitate to check with me. I should be able to explain it to you or refer you to some brief background reading.

 Discussion of the topics we cover this term is an important part of the course. The political, social and ethical implications of the material will, I hope, be of personal as well as intellectual interest to you. Because the class is large, I'll be lecturing a good deal of the time, but I encourage you to ask questions and make comments. Discussion will be most fruitful for all if people keep up with the reading assignments as much as possible.

**Course Requirements:**
1. Midterm examination Thursday, Feb. 9. One essay plus short identifications. Worth about 25% of course grade.

2. A short paper (4 to 7 pages typed double-spaced): Due Thursday, March 9, at class time. Paper is worth about 25% of course grade. Paper instructions and options will be available soon.

3. Final exam: primarily essay, format to be specified later in the term. Final is worth about 50% of course grade. The in-class final is scheduled for 12:30-2:30 pm Wednesday, March 22. I’ll provide a take-home alternative.

4. Optional assignment: Four times during the term I’ll post discussion questions on the discussion section of Canvas. If you choose to do this option, you’ll respond within two weeks of my posting to the questions with a comment of about 200-300 words. Four satisfactory responses will raise your final course grade by 0.1 on a four-point grading scale. (This may or may not translate into a higher letter grade. If, for instance, your grades on other assignments averaged out to 3.0, a raise to 3.1 would still result in a B for the course.) If you have one or two outstanding responses, you’ll get a 0.2 bump (enough to move you from a B to a B+). Three or four outstanding will get you a 0.3 increase.

**Books:** I’ve ordered the following at the UO Bookstore. These are all required reading. You may be able to find used copies on line or at local used bookstores:

                Emma Goldman, *Anarchism and Other Essays* (Note: this book also is available online at <http://dwardmac.pitzer.edu/anarchist_archives/goldman/GoldmanCW.html>.)

                John Steinbeck, *In Dubious Battle*

                Danielle L. McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance- a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*

**#trumpsyllabus** Todd Gitlin, *Occupy Nation: The Roots, the Spirit, and the Promise of Occupy Wall Street*

**Class Sessions:**

**Jan. 10:** Introduction: Defining Radicalism
 BYOD (Bring Your Own Definition): Our discussion of a definition will be improved if you come prepared to offer your own ideas of what “radicalism” does (and doesn’t) mean.
 Optional reading: "The Nature and Significance of American Radicalism," in Canvas Files section as 351nature-and-significance.docx This is a slightly-revised version of an essay I wrote for a book I edited.

**Part One: The Radical Left in the Early 20th Century: Socialism, Anarchism, Feminism and Militant Labor:**
A complex of radical movements flourished in the years before World War I. Although we will focus on the life and ideas of Emma Goldman, America's leading advocate of anarchism, we will also consider the most dramatic example of radicalism within the labor movement, the Industrial Workers of the World, and the Socialist Party of America, which reached its height of political influence in these years. In particular, Goldman's life provides an opportunity to discuss the relationship between personal life and social change.

**Jan. 12**: Early 20th Century Socialism and the American Experience

**Jan. 17**: Varieties of Anti-Capitalist Movements: Socialism, the IWW, American Anarchism
                By this date, read three very short pieces by Socialist Party leader Eugene V. Debs: “Socialist Party Appeal 1912”;  “The Negro in the Class Struggle”;  “Jesus the Supreme Leader”. Also read “The Revolutionary I.W.W.” (aka the Wobblies). These are all in the Files section of Canvas.

**Jan. 19**: Goldman, Anarchism and Revolution
 By this date, read “Anarchism: What It Really Stands For”; “Minorities vs. Majorities” and “The Psychology of Political Violence” in Emma Goldman, *Anarchism and Other Essays*.

**Jan. 24**: Goldman: A Life of Political and Cultural Radicalism
                By this date, read “The Traffic in Women”; “Women Suffrage”; and “Marriage and Love” in Emma Goldman, *Anarchism and Other Essays*. Other essays in Goldman’s book are recommended but optional.

**Part Two: Radicalism and the Great Depression: Whatever Happened to the Revolution?**If, as many have claimed, prosperity has doomed radicalism in the United States, why wasn't there a revolution in the Great Depression of the 1930s, when the economy was in shambles for a decade? What *did* radical movements accomplish in the 1930s? Is it possible that their strategies ultimately strengthened the system they were trying to overthrow? Reading John Steinbeck's vivid novel *In Dubious Battle* will allow us to discuss both the effectiveness and the morality of left-wing strategies and tactics.

**Jan. 26**: From the Great War to the Great Depression
               By this date start reading  John Steinbeck, *In Dubious Battle*, and Robin Kelley, "We Are Not What We Seem: Rethinking Black Working Class Opposition in the Jim Crow South," *Journal of American History*, vol. 80, no. 1 (1993): 75-112. The PDF for the Robin Kelley article is in the Files section of Canvas for this course as 351we-are-not-what-we-seem.pdf.
 There are (optional) study questions on the readings for this section (Steinbeck and Kelley) Files section: 351steinbeckkelley.docx

**Jan. 31:** Depression Conditions and Radical Responses

**Feb. 2**: A New Labor Movement and the Communist Party in the 1930s

**Feb. 7:** Farm Workers: California Dreams and Nightmares
                By this date, finish Steinbeck, *In Dubious Battle*, and Kelley, “We Are Not What We Seem.”

**Feb. 9:** **MIDTERM EXAM**

**Part Three: Movements of the 1960s: The Civil Rights Movement, The “New Left” and Beyond:**
The eruption of protest in the 1960s was one of the great surprises in American history. In the movement for African American freedom, in opposition to the war in Vietnam and in a host of other struggles, a "New Left" made its mark. But the decade was also notable for a proliferation of radical social movements--struggles of peoples of color, of women, of gay men and lesbians, and many others intersected, often uneasily, with the predominantly white, college-based New Left. Our major reading in this section offers a new perspective on the civil rights movement of the 1940s-60s, looking at organizing to combat white men’s sexual violence against black women.

**Feb. 14:** Post-War and Cold War/Origins of Black Freedom Movement
                By this date, read Students for a Democratic Society (SDS), “Port Huron Statement” (1962)in Files section of Canvas as 351porthuron.docx. Start reading Danielle McGuire, *At the Dark End of the Street* (chapters 3, 6 and 8 are optional).

**Feb. 16**: Cold War Conservatism and (Surprise!) the Radical Sixties

**Feb. 21**: Phases of New Left Development

**Feb. 23**: Phases of New Left Development (continued)

#TrumpSyllabus **Feb. 28**: Race, Sex, Violence and movements of the Sixties
 By this date, finish McGuire, *At the Dark End of the Street.* (chapters 3, 6 and 8 optional)

#TrumpSyllabus **March 2**: Race, Class and Gender in the Sixties and Beyond: Identity Politics? Intersectionality?

#TrumpSyllabus **Part Four: New Social Movements in Contemporary America:**
Despite claims that radicalism is dead, social movements early in the twenty-first century have posed important challenges to the status quo. Perhaps the most wide-ranging one has been the Occupy Wall Street movement that began in the fall of 2011. Our main reading is a book by Todd Gitlin, one of the leading figures in the New Left of the 1960s, reflecting on the Occupy movement half a century later

#TrumpSyllabus **March 7**: What are “New Social Movements”? How New are They?
 Start reading Todd Gitlin, *Occupy Nation: The Roots, the Spirit and the Promise of Occupy Wall Street*, required chapters to be announced.

#TrumpSyllabus **March 9**:“Third Wave” Feminism and Radical Environmentalism as a New Social Movement
 **Papers due at class time.**

#TrumpSyllabus **March 14**: Why Occupy? What Did It Accomplish? Where Has It Gone?

#TrumpSyllabus **March 16**: The Occupy Movement as History/Radical Movements under a Trump Presidency

**In-class final exam 12:30-2:30 pm Wednesday, March 22.**

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