

HIST 3440: AMERICAN RADICALISM
Fall 2009, University of Toledo
Dr. Todd M. Michney

Meeting Place/Time: Mem. Field House 1270 MW 12:30-1:45pm
Office/Office Hours: Tucker Hall 3115 F 11am-4pm, or by appt.
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This course explores what radicalism has meant to various individuals, groups, and organizations in American history, from the country's founding to the present. Students will learn to read scholarly monographs and primary sources critically, hone their writing skills in analyzing the course readings, and practice their verbal communication skills in class discussion and presentations.

Required Texts (4):

- Thomas Paine, *Peter Linebaugh Presents Thomas Paine: Rights of Man and Common Sense* (2000)
- Robin D.G. Kelley, *Freedom Dreams: The Black Radical Imagination*, new ed. (2003)
- Rebecca Hill, *Men, Mobs, and Law: Anti-Lynching and Labor Defense in U.S. Radical History* (2008)
- Alice Echols, *Daring to Be Bad: Radical Feminism in America, 1967-1975* (1990)

Weekly Class Schedule and Readings

Week 1

Aug. 24 – INTRODUCTION

Aug. 26 – Roots of American Radicalism: Protestant Traditions (L)

Week 2

READ: Paine, vii-xl, 2-58

- Alfred F. Young, "How Radical Was the American Revolution?" in *Beyond the American Revolution*, ed. Young (1993), 317-364
- Patrick Henry, "Speech at the Second Virginia Convention" (1775)
- "Letter to Maryland Council of Safety about Salt Monopolizers" (1777)

Aug. 31 – Radicalism in the American Revolutionary Era (L)

Sep. 2 – *DISCUSS READINGS*

Week 3

READ: Paine, 59-166

- Gary Nash, "Sparks from the Altar of '76," in *The Unknown American Revolution* (2005), 423-455
- "Petition from Shay's Rebellion" (1786)
- Prince Hall, "A Charge" (1797)

Sep. 7 – NO CLASS; LABOR DAY

Sep. 9 – *DISCUSS READINGS*

Week 4

Sep. 14 – Early 19th Century Intellectual Radicalism and Utopian Thinkers (L)

Sep. 16 – Women’s Protest and the Early Women’s Rights Movement (L)

SUGGESTED TOPIC FOR GROUP PROJECTS DUE SEPTEMBER 16

Week 5

READ:

- Nell Irvin Painter, “Difference, Slavery, and Memory: Sojourner Truth in Feminist Abolitionism,” in *The Abolitionist Sisterhood*, ed. Yellin and Van Horne (1994), 139-158

- David Walker, “An Appeal to the Colored Citizens of the World” (1829)

- William Lloyd Garrison, “Opening Editorial,” *The Liberator* (1831)

- Maria W. Stewart, “Productions” (1835)

- Henry Highland Garnet, Black National Convention Speech (1843)

Sep. 21 – Radical Abolitionism (L)

Sep. 23 – *DISCUSS READINGS*

Week 6

READ: Kelley, ix-xii, 1-35

- Kim Voss, “The Second Moment of Working-Class Formation: The Knights of Labor,” in *The Making of American Exceptionalism* (1993), 72-101

- Knights of Labor, Preamble (1878)

- People’s Party, Omaha Platform (1892)

- Tom Watson, “The Negro Question in the South” (1892)

Sep. 28 – The Limits of Late 19th Century Labor and Agrarian Radicalism (L)

Sep. 30 – *DISCUSS READINGS*

FIRST REACTION PAPER DUE BY SEPTEMBER 30

Week 7

READ: Kelley, 36-198

Oct. 5 – NO CLASS; FALL BREAK

Oct. 7 – *DISCUSS READINGS*

Week 8

READ: Hill, 1-111

- Bruce Nelson, “The Movement’s Internal Organization,” in *Beyond the Martyrs* (1988), 102-126

- “Parsons’ Plea for Anarchy,” *New York Herald* (1886)

- Emma Goldman, “Anarchism: What It Really Stands For” (1911)

Oct. 12 – German Immigrant Radicalism and the Chicago Anarchists (L)

Oct. 14 – *DISCUSS READINGS*

Week 9

READ: Hill, 112-208

- Ardis Cameron, "Bread and Roses Revisited," in *Women, Work, & Protest*, ed. Milkman (1985), 42-61
- John Reed, "War in Paterson" (1913)
- Eugene Debs, Address to the Jury (1918)

Oct. 19 – The Socialist Party and Industrial Workers of the World (L)

Oct. 21 – *DISCUSS READINGS*

Week 10

READ: Hill, 209-322

- Michael Denning, "Waiting for Lefty," in *The Cultural Front* (1996), 3-50
- William Z. Foster, "Acceptance Speech at National Nominating Convention" (1928)
- From *The Narrative of Hosea Hudson* (1979)

Oct. 26 – The Rise and Fall of the Communist Party U.S.A. (L)

Oct. 28 – *DISCUSS READINGS*

SECOND REACTION PAPER DUE BY OCTOBER 28

Week 11

READ: Echols, 3-102

- Jeremy Varon, "The Importance of Being Militant," in *Bringing the War Home* (2004), 74-112
- Students for a Democratic Society, "The Port Huron Statement" (1962)
- Gregory Calvert, "In White America" (1967)

Nov. 2 – From the Old Left to the New Left (L)

Nov. 4 – *DISCUSS READINGS*

Week 12

Nov. 9 – The Radical Shift Toward Identity Politics (L)

Nov. 11 – NO CLASS; VETERANS DAY

Week 13

READ: Echols, 103-202

- Jane Rhodes, "Women in the Black Panther Party," in *African American Women Confront the West*, ed. Taylor and Moore (2003), 346-362
- César Chávez, "Letter from Delano" (1969)
- Carl Wittman, "Refugees from Amerika: A Gay Manifesto" (1970)

Nov. 16 – *DISCUSS READINGS* (**note change from Wednesdays**)

Nov. 18 – Trends in American Radicalism Since 1970 (L)

Week 14

READ: Echols, 203-295

- David Niewert, "Foreword: Notes of a Native Son," in *In God's Country* (1999), 1-8

Week 14 (cont.)

- Lesley Wood and Kelly Moore, "Target Practice: Community Activism in a Global Era," in *From ACT UP to the WTO*, ed. Shepard and Hayduk (2002), 21-34
 - Peter Singer, "Animal Liberation" (1975)
 - Dave Foreman, "Strategic Monkeywrenching" (1985)
 - Kalle Lasn, "Culture Jamming" (1999)
- Nov. 23** – *DISCUSS READINGS* (**note change from Wednesdays**)
Nov. 25 – NO CLASS; THANKSGIVING BREAK

THIRD REACTION PAPER DUE BY NOVEMBER 23

Week 15

- Nov. 30** – GROUP PRESENTATIONS 1-5 (10-12 min each)
Dec. 2 – GROUP PRESENTATIONS 6-10 (10-12 min each)

Week 16

- Dec. 7** – FINAL DISCUSSION/WRAPUP

Grade Breakdown:

Class Participation	10%
Reaction Papers (3)	15% (worth 5% each)
Paper #1	25%
Paper #2	25%
Group Project	25% (Suggested topic 5%; final presentation 20%)

Readings: This course includes both required texts and supplementary readings which are on reserve at Carlson Library (also available in electronic form). The reading load for this course averages 128 pages per week, although one week (Week 10) has 170 pages assigned. Be sure to do your weekly reading, since it will figure into all of the required assignments for this class; also, please take good notes or bring copies of the relevant readings with you to class.

Class Participation: You should come to class prepared to participate; successful course discussions depend on it and your participation over the course of the term will be taken into account in formulating your final grade (10%). Discussions will center around the assigned course readings and normally take place on Wednesdays (with the exception of Weeks 13 and 14); lecture days (marked with an "L" on the schedule) will supply you with necessary background and contextual information. Attendance is mandatory, and more than FOUR unexcused absences will result in the *total forfeiture* of this portion of your grade. The University expects you to attend every class meeting, with absences to be excused only in a handful of situations and with formal documentation. For details, see:

http://www.utoledo.edu/facsenate/missed_class_policy.html

Paper Assignments: For this course, you will write three very short papers and two short- to mid-length ones on the assigned course readings.

Each of the three “reaction papers” is to be a 1-2 page long reflection on one week’s readings, in which you raise an important question or analyze. You should strive for something which is neither just gut reaction nor straight summary. The idea here is to grasp the major ideas in the text, which could either form a good basis for class discussion or be a point you might potentially make in one of the longer papers. You will get ample practice analyzing the course readings during class discussion, and I will give you more details about this course requirement in class. These reaction papers will count for 5 points each; you may write on ANY WEEK EXCEPT WEEK 5, which has an exceptionally light reading load. Also: YOU MUST HAVE AT LEAST ONE TURNED IN BY SEPTEMBER 30, A SECOND BY OCTOBER 28, AND A THIRD BY NOVEMBER 23.

The two mid-length papers are to be 4-6 pages each in length, and in effect will be book reviews of the required texts for the course – although they MUST also incorporate insights from the supplementary readings. The goal of these papers is not to simply summarize the book in question; rather, you will raise key issues derived from your growing knowledge of American radical history and a close reading of the text itself.

One of these papers will be due before midterm, and one after. For the first, you must choose between Paine, *Rights of Man and Common Sense* and Kelley, *Freedom Dreams*; for the second, you must choose between Hill, *Men, Mobs, and Law* and Echols, *Daring To Be Bad*. PAPERS WILL BE DUE AT THE BEGINNING OF CLASS, ONE WEEK TO THE DAY AFTER WE FINISH DISCUSSING THE BOOK IN QUESTION, AS FOLLOWS:

Paine: September 16
Kelley: October 14
Hill: November 4
Echols: November 30

The paper should be typewritten, in a 12-point font, double-spaced (or 1.5), with 1-inch margins. Be sure to spell-check your papers. THERE IS TO BE NO SUBMISSION OF PAPER ASSIGNMENTS VIA E-MAIL WITHOUT MY EXPLICIT AND PRIOR APPROVAL.

Group Project: You will also collaborate on a group project for this class, aiming to produce a 10-12 minute presentation to your peers on a topic in radical history, which will take place in Week 15. The topic could be on a prominent individual, organization, group, or subject (such as radical art, music, or performance). In all, the group project will count for 25% of your final grade.

The first requirement will be to turn in a topical suggestion that might become the basis for a group project, which will briefly state the topic and list THREE potential sources, ONE of which MUST be a print reference (i.e., publication, not website). Some suggestions of where you might go to look for potential topics:

Carlson Library – Journals and other resources

Journal for the Study of Radicalism (electronic only)

New Studies on the Left

Radical America

Radical History Review

Skidmore, *From Radical Left to Extreme Right: A Bibliography* (1987)

I also have in my possession, among other resources:

Buhle, Buhle, and Georgakis, eds., *Encyclopedia of the American Left* (1990)

Brenner, Day, and Ness, eds., *Encyclopedia of Strikes in American History* (2008)

Buhle and Sullivan, eds., *Images of American Radicalism* (1998)

There is a seminar room adjacent to my office where you could look at these materials, either during my regular office hours (Fridays, 11-4) or by appointment.

Once you turn in your suggestion (due September 16), I will narrow these down to a workable number of around ten, and we will go through a process of signing up for groups which will normally contain four individuals. You will then work together to divide up research and the other responsibilities necessary to produce a 10-12 minute presentation on your topic for the class.

Grades: By my standards, "A" quality work demonstrates a mastery of the materials covered in the course; "B" work is characterized by a full understanding of the materials, but a less thorough evaluation of them; and "C" work shows a satisfactory understanding, but an even less-thorough evaluation. Work not showing an understanding of the course materials or a highly inadequate evaluation will earn either a "D" or an "F." On the two major paper assignments and the final project, you will receive letter grades along with a numerical score on the following scale: A=100-95; A-=94-90; B+=89-87; B=86-84; B-=83-80; C+=79-77; C=76-74; C-=73-70; D+=69-67; D=66-64; D-=63-60; F=59 or below.

Writing Assistance: For assistance in preparing the assigned papers, you may contact the Writing Center at Carlson Library (530-4939; see <http://www.utoledo.edu/centers/writingcenter/>). I would also be glad to glance over rough drafts of papers, provided you turn these in at least five days in advance.

Plagiarism: Plagiarism is defined as the use of another's ideas or verbiage without proper citation, and is completely unacceptable. It falls under the category of cheating; any offender will receive a "0" on the assignment in question, or else fail the course outright, depending on the severity. For more details on plagiarism, see http://www.utoledo.edu/catalog/2000catalog/admissions/academic_dishonesty.html

More on plagiarism can be found at:

<http://www.northwestern.edu/uacc/plagiar.html>

Disturbances during Class: Cell phones and similar electronic devices must be turned off during class; repeated phone ringing may result in your class participation grade being lowered. Verbal disruptions or any other inappropriate conduct during class may also be penalized. Laptops are to be used for note-taking only.

Disabilities: If you have a disability and require special accommodations, please notify me after consulting with the Office of Accessibility (530-4981). Their website is: <http://www.utoledo.edu/utlc/accessibility/>