

**Instructor:** Dayo F. Gore

**Office:** 261 Bartlett Hall

**Office Hours:** Monday 5-6 pm /Tuesday 12-1 pm & by appointment

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**Course Web:** Login at <http://webct.oit.umass.edu/>

**WOST 392E/592E**  
**Gender and Race in U.S. Radicalism**  
**The Politics of Identity and the U.S. Left**  
**Monday and Wednesday 3:35- 4:50 pm - Bartlett 302**

*...We must school ourselves to recognize that any attack against Blacks, any attack against women, is an attack against all of us who recognize that our interests are not being served by the systems we support. Each one of us here is a link in the connection between anti-poor legislation, gay shootings, the burning of synagogues, street harassment, attacks against women and the resurgent violence against Black people.*

- Audre Lorde, "Learning from the 60s"

*Workers must gain economic advantage, but they must also gain revolutionary spirit, in order to achieve a complete victory. For workers to gain a few cents more a day, a few minutes less a day, and go back to work with the same psychology, the same attitude toward society is to achieve a temporary gain and not a lasting victory.*

- Elizabeth Gurley Flynn

This course examines the political theories, debates, and organizing that emerged from U.S. based radicals as they sought to address issues of difference and inequality in U.S. society. Including perspectives from the organized left and mass based movements, the course focuses on the key moments in which the U.S. left imagined, theorized and negotiated the meanings of race, gender and sexuality, particularly the ways in which they intersected with class. The course examines several key points including; how U.S. radicals have engaged issues of race (including whiteness and white supremacy), gender and sexual difference; how and why this engagement has shifted over time; the impact of such engagement or lack of engagement on efforts to create lasting change in U.S. politics and culture. In exploring these questions, we will also spend time addressing the experiences and memories of those who embraced and/or were marked by racialized and gendered identities within left organizations and radical movements. Thus, this course employs biographies, primary documents and historical accounts to provide a rich and textured understanding of the politics of identity within U.S. radicalism and hopefully strengthen our collective understanding of U.S. radicalism in the long 20th Century and beyond.

## ***Readings***

John D'emilio. *Lost Prophet: The Life and Times of Bayard Rustin*. University of Chicago Press, 2004.

Daniel Pope, editor. *American Radicalism*. Blackwell Publishers, 2001.

Fujino, Diane. *Heartbeat of the Struggle The Revolutionary Life of Yuri Kochiyama*. University of Minnesota Press, 2005.

Individual articles available on Course Website: Login at <http://webct.oit.umass.edu/> and the Library Electronic Reserves: through reserves at <http://www.library.umass.edu/>

## ***Course Requirements and Assignments***

Given the level and demands of this course, active engagement and class participation are crucial. Class participation includes regular attendance, timely completion of each week's readings, and participation in class discussions and activities, such as breakout sessions. More than **3 unexcused** absences will result in an automatic lowering of your participation grade. Reflecting the importance of class discussion and completion of the readings a large percentage of your grade for the course will be based on your engagement with and comprehension of course readings. This includes an in class presentation on a selected week's readings, and five (1-2 pg.) response papers. The remainder of your grade will be drawn from 2 writing assignments, a 4-5 pg. detail analysis of a primary document and a 10 page research paper and abstract.

- Each student is required to complete five (5) 1-2 page, response papers. These papers **should not** summarize the readings, rather they are an opportunity for you to examine key ideas emerging from the readings and should demonstrate that you have read and understand the week's assignment. The papers will be due at the beginning of class on any five Wednesdays of your choice **except** for the last week of class (May 17<sup>th</sup>). **Late response papers will not be accepted.**
- Each student will participate in 5-10 minute group presentation (dependant on class size) that frames and provides questions for discussion of a selected week's readings. You will sign-up for presentations the 2<sup>nd</sup> week of class.
- 20% of your grade will be based on the completion of a 4-5 pg. paper providing a detailed analysis and contextualization of a primary document. The source must relate to some form of radical organizing or left politics that we have addressed in class/readings by week 6. This paper is due at the start of class on Wed. March 15<sup>th</sup> (handout forthcoming).

- 25% of your grade will be based on a final 10 pg. research paper. The paper should focus on a key figure, event or organizations in 20<sup>th</sup> century U.S. Radicalism and/or the organized Left. The paper must contain at least 4 outside sources including at least one primary source. A detailed abstract and bibliography of the research paper is due at the start of class on April 19<sup>th</sup> and will count as an additional 10% of your grade (handout forthcoming).

All written assignments must be typed double-space with 1-inch margins. Emailed papers will not be accepted and late papers will result in an automatic lowering of your grade. Handouts detailing the requirements for the primary source and research paper will be available at a later date.

### ***Grading Summary***

Class Participation	15%
5 (4% each) Weekly Response Papers	20%
Class Presentation on A Weeks Reading	10%
Primary Document Paper	20%
Final Paper Abstract	10%
Final Research Paper	25%

### ***Academic Honesty***

Academic dishonesty, in any form, will not be tolerated and you are responsible for educating yourself about the University's official policy on academic honesty. Following is a summary - you can read it in full at

[http://www.umass.edu/dean\\_students/rights/acad\\_honest.htm](http://www.umass.edu/dean_students/rights/acad_honest.htm)

If an instructor finds that a student has violated the University's Academic Honesty Policy, the instructor has the right to lower the student's grade, or even to fail the student for the course. Students have the right to appeal such a grade penalty by an instructor. The University Academic Honesty Board, which must be notified by instructors of any grade penalty, reviews all student appeals. The Board may sustain or recommend modification of the penalty given by the faculty member, or may recommend sanctions exceeding those originally given, such as suspension or expulsion from the University. The Board may also recommend sanctions for offenders who have committed multiple violations of the Academic Honesty Policy but who have not appealed the faculty members' decisions.

## **Week 1: Introduction and Framing the Debate**

Feb 1: The Battle Over What's Left and What's Radical In the U.S.?

*Readings:* [Course Web] Gitlin, excerpt, *Twilight of Common Dreams*, p. 46-73 (1995)  
[Course Web] Wise, "What's the Matter with White Folks" (2005)

Supplemental Readings:

Lisa Duggan, *The Twilight of Equality?* (2004)

Eric Hobsbawn, "Identity Politics and the Left," *New Left review* (May/June 1996)

Robin Kelley, "Looking Extremely Backward," in *Yo' Mama's Disfunktional!* (1997)

Nikhil Pal Singh, *Black is A Country: Race and the Unfinished Struggle for Democracy*(2004)

## **Week 2: Some Terms Under Debate**

Feb 6: Race/Class/Gender and Sexuality

*Readings:* [Course Web] Barbara Fields "Ideology and Race" (1982)  
<http://www.chss.montclair.edu/english/furr/essays/fieldsideolandrace.html>  
[Course Web] Evelyn Higgenbotham, "African American Women's History and the Metalanguage of Race" (1992)

Feb. 8: Theorizing Difference and the Work of Radicals in the U.S.

*Readings:* [Text] Pope, *American Radicalism*, "Introduction"

## **Week 3: Difference and Identity in Early Radicalism**

Feb 13: The Roots of the Nation

*Reading:* [Text] Pope, *American Radicalism*, chp. 1  
[Course Web] Roediger "The Prehistory of the White Worker" from *The Wages of Whiteness*, p. 19-40 (1991)

Feb 15: The Battles Over Slavery and Freedom

*Reading:* [Text] Pope, *American Radicalism*, chp. 2

## **Week 4: Workers Rebellions and an Organized Left**

Feb. 20: NO Class, Classes Meets Tuesday on Monday Schedule

*Reading:* [Text] Pope, *American Radicalism*, chp. 4, 5 and 6 p. 124-214  
[Web] Lucy Parson Speech to the IWW Convention  
[http://www.lucyparsonproject.org/writings/speech\\_to\\_iww.html](http://www.lucyparsonproject.org/writings/speech_to_iww.html)

Feb 21: Race and Gender in The Making of the "Working Class"

Feb 22: The Impact of Left Formations From Anarchist to the IWW

*Supplemental Readings:*

Zinn, "History of the IWW" in *A People's History*

<http://www.iww.org/culture/articles/zinn13.shtml>

### **Week 5: 1930s The Search For Radical Solutions in the Streets**

Readings: [Course Web] "Communist Party," "Socialist Party" and "Trotskyist" entries in *Encyclopedia of The American Left* (1992)

[Course Web] Lee Boggs, *Living for Change* (1998), p. 21-74

[Text] Pope, *American Radicalism*, chp. 7

Feb 27: Two, Three, Many Parties...

March 1: Looking Leftward

### **Week 6: Down with Capitalism Up With...**

Readings: [Text] D'Emilio, *Lost Prophet*, p1-71

[E-Reserve] Denning, in *The Cultural Fronts* (1996), p. 3-38

March 6: Debates within the Organized Left

March 8: Race and Gender in Popular Front Politics

### **Week 7: 1940s and 1950s,**

Readings: [Text] Fujino, *Heartbeat of Struggle*, p. 1-109

[Web] Japanese Radicals and Internment

[http://recollectionbooks.com/bleed/Encyclopedia/EroshenkoVasily/people\\_0599.htm](http://recollectionbooks.com/bleed/Encyclopedia/EroshenkoVasily/people_0599.htm)

March 13: The Death of the "Grand Alliance"

March 15: **Primary Document Essay Due** [Film: Seeing Red]

**SPRINGBREAK, March 18-26**

### **Week 8: 1940s and 1950s**

Readings: [Text] D'Emilio, *Lost Prophet*, p. 121-248

March 27: Anti-communism and Cold War Containment

March 29: Radical Voices of Survival and Resistance

### **Week 9: 1940s and 1950 the Roots of Sixties Radicalism**

Readings: [E-Reserve] Weigand, *Red Feminism*, p. 67-96 (2001)

[E-Reserve] Bettina Apatheker and David Laibman "Red Feminism Comments" in *Science & Society* (2002-03) and (2003-04)

[E-Reserve] D'Emilio, "Dual Identity and Lesbian Autonomy" in *Sexual Politics, Sexual Communities* p. 92-107 (1983) and "Dreams Deferred" in *Making Trouble*, p. 17-56 (1992)

[E-Reserve] Tyson, "Robert Williams: 'Black Power'" p. 540-570 (1998)

April 3: A New Constituency for the Old Left?

April 5: The Legacy of the Old Left

### **Week 10: The 1960s and 1970 Civil Rights Struggle**

Readings: [Text] D'Emilio, *Lost Prophet*, p. 249-392

[Text] Pope, *American Radicalism*, chp. 8. Intro and Documents only

[Web] Student for a Democratic Society, "Port Huron Statement"

<http://coursesa.matrix.msu.edu/~hst306/documents/huron.html>

April 10: Radicals and the Birth of the Modern Civil Rights Movement

April 12: The Meanings of Inclusion and Equality

### **Week 11: The 1960s and 1970: Labor Radicalism?**

Readings: [E-Reserve] Levy, "The Counter Culture," *The New Left and Labor*, p.84-107 (1994)

[E-Reserve] Georgakas, *Detroit: I Do Mind Dying*, p. 39-52; 83-101 (1975)

April 17 No Class, Work on Research Paper

April 19: Radicalism and the Labor Movement

## Research Paper Abstract and Bibliography Due at the Start of Class

### **Week 12: The New Left -From One Movement to Many**

- Readings: [Text] Fujino, *Heartbeat of Struggle*, p. 110-162  
[Web] Party statements Black Panther 10-point program  
[http://lists.village.virginia.edu/sixties/HTML\\_docs/Resources/Primary/Manifestos/Panther\\_platform.html](http://lists.village.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Panther_platform.html)  
Young Lords 13-point platform  
[http://lists.village.virginia.edu/sixties/HTML\\_docs/Resources/Primary/Manifestos/Young\\_Lords\\_platform.html](http://lists.village.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Young_Lords_platform.html)  
Weatherman Statement,  
<http://www.sunrisedancer.com/radicalreader/library/weatherman/weatherman2intro.asp>  
[Course Web] Elbaum, *Revolution in the Air*, p. 93-144 (2002)

April 24: From Equality to Self-Determination

April 26: A Revolutionary Turn

### **Week 13: The New Left -The Political is Personal**

- Readings: [Text] Fujino, *Heartbeat of Struggle*, p. 162-198  
[E-Reserve] Kissack "Freaking Fag Revolutionaries" in *Radical History Review* (1995)  
[Web] Combahee River Collective Statement  
<http://www.buffalostate.edu/orgs/rspms/combahee.html>  
[Web] "What is the Revolutionary Potential of Women's Liberation"  
<http://scriptorium.lib.duke.edu/wlm/mcafee/>

May 1: Gender and Sexuality Debates in the New Left

May 3: Identity Politics, Revolutionary Politics

### **Week 14: Opportunities Lost and Found?**

- Readings: [Text] Fujino, *Heartbeat of Struggle*, p. 199-374  
[Text] Pope, *American Radicalism*, chp. 9

May 8: The Power of Empire and A Movement's Missteps

May 10: Lessons Learned and Legacies

**Week 15: Current politics -What's Left? Where is the Left?**

Readings: [Course Web] Nation Articles  
[ Web] Audre Lorde Project, "Statement Against the War and Mission"  
[http://www.alp.org/alerts/lgbtst\\_against\\_war.html](http://www.alp.org/alerts/lgbtst_against_war.html)  
[E-Reserve] Poo and Tang, "Domestic Workers organizing in the Global City"  
in *The Fire This Time*, p. 150-165 (2004)  
CAAAV, Domestic Workers United <http://www.caaav.org/coalitions/dwu.php>

May 15: Local Movements, Transnational Politics

May 17: Final Class

**Final Paper Due by 5 pm Monday May 22<sup>nd</sup>  
In the Women's Studies Office (208 Bartlett)**