

HIST 8400: GLOBAL SOCIAL MOVEMENTS IN HISTORICAL PERSPECTIVE
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SOCIAL MOVEMENTS AND THE LEFT IN THE LONG TWENTIETH CENTURY

This hybrid reading/research seminar explores the inter/transnational history of social movements and the Left in the long twentieth century (c. 1890s-c. 2000s). It should appeal to graduate students interested in such fields as borderlands history, diasporic and transnational history, immigration history, labor history, left history, subaltern history, third world history, and women's and gender history.

We will work together to enable you to achieve several learning outcomes:

- * a broad understanding of the inter/transnational history of social movements and the Left in the long twentieth century
- * a strong grasp of relevant basic categories and analytic concepts, such as class, race, gender, sexuality, intersectionality; state/society, public sphere, social movements, activist networks, political contention; protest repertoires, cycles, demands/frames; hegemony, countercultures, recognition struggles, crises of legitimacy, reform/revolution; world-system, imperialism, decolonization, globalization, local/global, international/transnational; and so on
- * a clear facility with appropriate research, writing, and presentation skills

We will spend the first part of the semester reading and discussing a number of exemplary studies of our subject, taking the unusual course of beginning with contemporary movements and then working our way back from the present into the past. This portion of the seminar will introduce you to new approaches and topics in the inter/transnational history of social movements and the Left. We will devote the second part of the semester to researching and writing original, conference-length research papers (approx. 15 pp.), exploiting the rich array of primary sources available in local archives and libraries and accessible on the internet. I anticipate that you will find many interesting possible topics in the histories of anarchism, pacifism, pan Africanism, socialism, syndicalism, and suffragism (1890s-1910s), anticolonialism, antifascism, and communism (1920s-1940s), the "long Sixties" (1950s-1970s), and new activist networks and social movements in the "age of globalization" (1980s-2000s). Moreover, you may want to collaborate with local activists and advocates on oral histories of inter/transnational dimensions of social movements and the Left in Atlanta. This portion of the seminar will enhance your research and writing skills, including developing research questions and identifying primary sources; contextualizing, comparing, and interpreting textual and visual documents; engaging with historiography and theory; constructing narrative and thematic histories; and drafting and revising papers.

Finally, we will convene a one-day conference at the end of the semester, on Saturday, 2 May, to share condensed versions of your research papers produced in the seminar. The basic format will be roundtables, with plenty of interaction among presenters and between presenters and members of the audience. This conference will enrich your experience as a presenter and discussant. Moreover, it will allow you to add another line to your vita!

This syllabus provides a general plan for the seminar; deviations may be necessary. The format of the seminar is discussion, supplemented by film screenings and group work. We will read a total of eight books over the course of the semester. I expect you to be a critical reader, open-minded discussant, and clear and thoughtful writer. Needless to say, you should complete all assignments on time and regularly attend meetings of the seminar. *Unless otherwise directed, please turn off and stow all electronic devices, including cellphones and computers, during seminar meetings.* To broaden your knowledge as well as stimulate our discussion, I have selected two books for six of our weekly meetings. One half of the seminar will read one book and the other half will read another book. To assign these paired books, I will divide the seminar into two reading groups. These groups will meet separately at the beginning of seminar to discuss their assigned book and how to present it to the other group. I am willing to allow a *very limited* number of excused absences arising from family, health, and work emergencies, but I cannot grant them automatically. Two or more unexcused absences will affect your final course grade.

The final course grade is derived from eight reading questionnaires (30%), a research project (10% preliminaries + 30% conference-length paper), and participation (30%). Grading in this seminar uses plus and minus grades. The *reading questionnaires* consist of seven questions, most of which call for paragraph-length responses, to be completed for each book you read and due when we meet in seminar to discuss the book. The *research project* involves various preliminaries (vita, paper abstract/proposal, provisional bibliography, and paper outline) as well as researching and writing the paper itself. The paper's scholarly apparatus (notes, bibliography, etc.) should be complete, consistent, and correct. Our authorities will be Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th ed. (2007) and William Strunk, Jr. and E.B. White, *The Elements of Style*, 4th ed. (2000). Please acquire copies of the current editions of these two books as soon as possible and always keep them within reach of your writing table. More details will be provided in due course. *Late written work, without a legitimate excuse, will be marked down.* Again needless to say, it is understood that you will be honest in submitting written work for credit and I will be fair in grading it. For Georgia State University's policy on academic honesty, please see the Faculty Handbook (section 409). In addition to regular attendance, *participation* involves active contribution to our seminar discussions, a cooperative approach to our group work, and at least two individual appointments to consult me about your ongoing research project.

The seminar meets 5:30-8:50 PM Tuesday in 320 Sparks. Comments and questions are always welcome inside and outside the seminar room. Please send messages to

icfletcher@gsu.edu; type "Hist 8400" in the subject line. My office hours are 4:30-5:30 PM Tuesday, 3:30-4:30 PM Friday, and by appointment (404/413-6355) in the Student Center Food Court. I may be found at other times in my office (room 2130) in the Department of History, 34 Peachtree Street (floors 20 and 21).

BOOKS

- *Donatella della Porta, Massimiliano Andretta, Lorenzo Mosca, and Herbert Reiter, *Globalization from Below: Transnational Activists and Protest Networks* (2006)
- *Jeffrey S. Juris, *Networking Futures: The Movements Against Corporate Globalization* (2008)
- *Monisha Das Gupta, *Unruly Immigrants: Rights, Activism, and Transnational South Asian Politics in the United States* (2006)
- *Laura Pulido, *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles* (2006)
- *Gerd-Rainer Horn, *The Spirit of '68: Rebellion in Western Europe and North America, 1956-1976* (2008)
- *Martin Klimke and Joachim Scharloth, eds., *1968 in Europe: A History of Protest and Activism, 1956-1977* (2008)
- Vijay Prashad, *The Darker Nations: A People's History of the Third World* (2008)
- Glenda Elizabeth Gilmore, *Defying Dixie: The Radical Roots of Civil Rights, 1919-1950* (2008)
- *Benjamin Heber Johnson, *Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans* (2005)
- *Elliott Young, *Catarino Garza's Revolution on the Texas-Mexico Border* (2004)
- *Leila J. Rupp, *Worlds of Women: The Making of an International Women's Movement* (1997)
- *Allison L. Sneider, *Suffragists in an Imperial Age: U.S. Expansion and the Woman Question, 1870-1929* (2008)
- *Benedict Anderson, *Under Three Flags: Anarchism and the Anti-Colonial Imagination* (2007)
- *Rebecca E. Karl, *Staging the World: Chinese Nationalism at the Turn of the Twentieth Century* (2002)

* To be read by one-half of the seminar; do not borrow or purchase unless assigned to you.

MEETINGS, READINGS, ETC.

6 JAN. WELCOME AND INTRODUCTION

13 JAN. THE NEW TRANSNATIONAL ACTIVISM?

- *della Porta et al., *Globalization from Below*
- *Juris, *Networking Futures*

19 JAN. DR. MARTIN LUTHER KING, JR. HOLIDAY

20 JAN. RADICAL DIASPORAS

*Das Gupta, *Unruly Immigrants*

*Pulido, *Black, Brown, Yellow, and Left*

27 JAN. A MOVEMENT OF MOVEMENTS?

*Horn, *The Spirit of '68*

*Klimke and Scharloth, eds., *1968 in Europe*

VITA DUE IN SEMINAR

3 FEB. FROM THE (ANTI)COLONIAL WORLD TO THE THIRD WORLD

Prashad, *The Darker Nations*

TRICIA CLAYTON, INTRODUCTION TO RESEARCH TOOLS AND SOURCES, PULLEN LIBRARY

10 FEB. THE GLOBAL CHALLENGE TO THE COLOR LINE

Gilmore, *Defying Dixie*

TRACI DRUMMOND, INTRODUCTION TO ARCHIVAL RESEARCH IN SPECIAL COLLECTIONS, PULLEN LIBRARY

17 FEB. RADICAL BORDERLANDS

*Johnson, *Revolution in Texas*

*Young, *Catarino Garza's Revolution on the Texas-Mexico Border*

ANDY REISINGER, INTRODUCTION TO ORAL HISTORY

PAPER PROPOSAL DUE IN SEMINAR

24 FEB. IMPERIAL AND INTERNATIONAL FEMINISMS

*Rupp, *Worlds of Women*

*Sneider, *Suffragists in an Imperial Age*

CLIF STRATTON, INTRODUCTION TO RESEARCH LOGISTICS

3 MAR. SPRING BREAK WEEK

10 MAR. *WORLDING ANTICOLONIALISM*

**Anderson, Under Three Flags*

**Karl, Staging the World*

PROVISIONAL BIBLIOGRAPHY DUE IN SEMINAR

17 MAR. *CONSULTATIONS*

24 MAR. *CONSULTATIONS*

31 MAR. *CONSULTATIONS*

7 APR. *TBA*

14 APR. *CONSULTATIONS*

***PAPER OUTLINE AND REVISED VITA AND PAPER ABSTRACT
DUE IN SEMINAR***

21 APR. *CONSULTATIONS*

**2 MAY *SOCIAL MOVEMENTS IN HISTORICAL PERSPECTIVE: A
GRADUATE STUDENT CONFERENCE, SPECIAL COLLECTIONS,
PULLEN LIBRARY, 10:00 AM-5:00 PM***

PAPER DUE

7 MAY *GRADES DUE TO REGISTRAR*

** To be read by one-half of the seminar; do not read unless assigned to you.*

NAME

DATE

READING QUESTIONNAIRE #

BIBLIOGRAPHIC CITATION

- 1) How would you describe the subject, theme, or topic of this book? How would you summarize the leading question, main argument, or core thesis of the book?
- 2) Are any “keywords” (basic categories and analytic concepts) employed in the book? How would you define them in your own words?
- 3) In terms of historiography, does the author align the book for or against any particular approach, interpretation, school, or tradition? What types of primary sources does s/he use?
- 4) What do you think is the most interesting sentence in the book? Why?
- 5) What most impressed or intrigued you about the book? If you were the book’s author or editor, would you do anything differently?
- 6) Avoiding generalities, how can you connect this book to other books we have read? Are these connections empirical, theoretical, and/or methodological?
- 7) How is this book useful for your own study, research, and/or teaching?

***PLEASE REPRODUCE THE ABOVE FORMAT AND QUESTIONS
IN YOUR COMPLETED QUESTIONNAIRE***

***YOUR COMPLETED QUESTIONNAIRE
SHOULD BE TYPEWRITTEN OR COMPUTER-GENERATED***

***PLEASE BE SURE TO GIVE
A COMPLETE, CONSISTENT, AND CORRECT CITATION***