

THE 19TH: VOTING, VIOLENCE, & VOICES OF RESISTANCE

Spring 2020

TF 2:10-3:25

Professors Haywood and Oza

HW 412

Office Hours:

Professor Haywood: Office HW 1506 Office Hours 11:30 -1:30pm

Professor Oza: Office HW 1718 Office Hours T & F 3:30 - 4:30pm

A century ago, the 19th Amendment was ratified, granting women the right to vote. The culmination of decades of pointed struggle waged by the suffrage movement, which led to the Amendment, helped expand democracy. But on closer examination, the struggle for the right to vote shows that these historic developments happened against a broader backdrop of hotly contested issues, concerning questions of race, identity, rights, citizenship, democracy, and violence—issues that remain as hotly contested 100 years later. This course explores, both this historical trajectory as well as asks why do some of its issues remain resilient even today. Taking suffrage as a flashpoint, and moving thematically and comparatively across time, students will draw on an array of interdisciplinary sources (scholarly articles, films, music) to interrogate the historical and contemporary gender and racial tensions that have long shaped the American body politic even down to the vote. Using “Intersectionality” and other theoretical frameworks to wrestle with structural inequality, the negative effects of mass media, mass incarceration, lynching, racialized femininities and masculinities, fights over raced and gendered bodies, and whiteness and white nationalism, the course invites students to reckon with the promises and limits of American democracy, and ultimately, why and how these challenges are still with us a century later.

Expected Learning Outcomes

- Understand the history of the 19th amendment
- Learn the debates among various key figures of the suffrage movement
- Analyze the tensions between the abolitionists and suffragists in the 19th century
- Examine issues of voting and race that continue to impact the contemporary moment

Required Texts

All readings are on Blackboard

Assignments

1. Weekly feedback, via postings on Blackboard (15% of final grade).
2. Leading class discussion once during the semester (10% of final grade).
3. One critical response paper (3-5 double spaced pages) (25% of final grade).
4. Group presentation (Please note everyone gets the same grade) (15% of final grade).
5. One final research paper of 15 - 18 pages (35% of final grade).

Guidelines for postings on Blackboard:

Students should post a 75 word response to each bi-weekly reading. The format is informal. These comments should reflect your honest but reasoned reactions. The deadline for your posts is 12 noon the day the class meets to allow the rest of the class to read your responses.

Guidelines for leading class discussion:

At least once during the semester, you will be expected to lead class discussion. This means coming up with 3 interesting and provocative questions for the class, in order to stimulate and guide us through a useful discussion of the assigned readings. Do not summarize readings.

Critical Response Paper: Due March 17th via turnitin

This is designed to give you a longer space in which to reflect on the readings/issues that you have posted on blackboard. You must engage with 2-3 max articles from two different days of readings and put them together to be able to say something else. This assignment develops your skills to draw together and engage different concepts. 3-5 pages

Group Presentation:

The class will divide into small groups for group presentations towards the end of the semester. You will be graded on content, creativity, and presentation. Group presentations will be based on the themes, ideas, debates that emerge from the 2020: Gender, Race, Suffrage, and Citizenship conference at Roosevelt House (March 6 & 7). Each group will be assigned one panel. Your presentations will be based on the larger theme of the panel. But your presentations should aim to extend and expand on the theme and present ideas in creative and non-didactic way.

Final Research Paper: Due May 18th via turnitin

Each student will write a 12-15 page final research paper on a topic related to the course. You must speak with us about your paper topic.

Rules: No late papers will be accepted. No exceptions.

ADA Statement

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is

recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of Accessibility located in Room E1124 to secure necessary academic accommodations. For further information and assistance, please call (212) 772-4857/TTY (212) 650-3230. If you have registered with the Office of Accessibility, please let me know at the start of the term.

Academic Integrity

Plagiarism not only constitutes a serious breach of academic integrity and can have severe disciplinary consequences attached to it, it signifies inadequate learning. Plagiarism is defined as “any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgment of the source” (Hunter catalog, p. 43). If it is found that you have committed plagiarism in this class, you will at a minimum fail the course. You may also be subject to other disciplinary measures.

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Written assignments from a previous or concurrent course cannot be used without prior permission of the instructor.

Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link:

<http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>

Class schedule

1/28	Intro to the course
1/31	Film: Birth of a nation with DJ spooky https://www.youtube.com/watch?v=nGQaAddwjxg
2/4	Rightwing, KKK Nancy MacLean, The Mask of Chivalry: The Making of the Second Ku Klux Klan. chapter 1 Jenny Woodley, Art for Equality: The NAACP's Cultural Campaign for Civil Rights, Chaps. 1
2/7	Suffrage and amendments Newman, Louise Michele 1999. White Women's Rights: The Racial Origins of Feminism in the United States. Oxford University Press. Selections: Introduction & chapter 2 Read the 13, 14, 15th and 19th amendments
2/11	Reconstruction and daughters of the confederacy Carol Anderson. 2017. White Rage: The Unspoken Truth of our Racial Divide. Chapters 1

	<p>Karen Cox 2003 Dixie's Daughters: The United Daughters of the Confederacy and the Preservation of Confederate Culture, Chap. 1</p>
2/14	<p>Watch film King Kong -- either original 1933 or current documentary</p>
2/18	<p>Violence & lynching</p> <p>Amy Louise Wood. 2011. Lynching and Spectacle: Witness Racial Violence in America 1880-1940. University of North Carolina Press. Chaps. 1, 3, 6</p>
2/21	<p>Slavery</p> <p>New York Times: 1619 project deals with the history of the slave trade</p> <p>Daina Berry. 2017. The Price for their Pound of Flesh. Chapter 4</p>
2/25	<p>White women slave owners</p> <p>Stephanie E. Jones-Rogers. 2019. They Were Her Property: White Women as Slave Owners in the American South. Yale University Press. Chaps. 1, 7, 8.</p>

2/28	Ida B. Wells Documentary - hunter kanopy
3/3	<p>Violence and lynching</p> <p>Ida B. Wells. 1996. Southern Horrors & Other Writings: The Anti-Lynching Campaign of Ida B. Wells, Part II</p>
3/6	David Krugler. 2014 1919, the Year of Racial Violence. Chapters 2, 3, 4
3/10	<p>Black Masculinity:</p> <p>Rashad Shabazz. 2015. Spatializing Blackness: Architectures of Confinement & Black Masculinity in Chicago, 1, 2, 3,</p>
3/13	<p>Black men and white women - links from popular culture</p> <p>Race and Gender - the popular culture? Why these issues persist?</p> <p>Lebron & King Kong Vogue Cover:</p> <p>Our reaction to Harambe reflects our intolerance</p> <p>Lebron and Kaepernick, Ingraham</p>
3/17	<p>White Masculinity</p> <p>Nancy MacLean, The Mask of Chivalry: The Making of the Second Ku Klux Klan. chapters chapter 5 & 7</p>

	<p>Kathleen Blee 2008. Women of the Klan: Racism and gender in the 1920. selections</p> <p>CRITICAL RESPONSE PAPERS DUE</p>
3/20	<p>White masculinity - film The empathy gap https://huntercuny.kanopy.com/video/empathy-gap</p> <p>And</p> <p>White like me https://huntercuny.kanopy.com/video/white-me-0</p>
3/24	<p>Nationalism and the rise of the right</p> <p>Guest lecture by Jessie Daniels on white women and the klan</p> <p>Read and Listen to: https://www.sceneonradio.org/seeing-white/</p> <p>Robin D Angelo's white fragility.</p>
3/27	<p>The struggle for the vote: suffrage movement</p> <p>Gerda Lerner. 1963. The Grimke Sisters and the struggle against race prejudice. The Journal of Negro History. Vol 48(4): 277-291.</p> <p>Gary Lemons. 2009. Womanist Forefathers: Frederick Douglass and W.E. B. DuBois.</p>
3/31	<p>The struggle for the vote: suffrage movement</p> <p>Rosalyn Terborg-Penn. 1998. African American women and the struggle for the vote 1850-1920. Chapter 1 and 6</p> <p>Allison Parker. 2010. Articulating Rights: nineteenth century American Women on race, reform and the state. selections</p>

4/3	<p>Rape and Race/ White Men & Black Women</p> <p>Daniel McGuire, Dark End of the Street: Black women, Rape and Resistance--A New History of Civil Rights from Rosa parks to the Rise of Black Power, Chapter 7</p> <p>D'Weston Haywood, "A Challenge to Our Manhood": Robert F. Williams The Civil Rights Movement, and the Decline of the Mainstream Black Press</p>
4/17	<p>Incarceration: New Jim Crow change in voting rights act.</p> <p>Read the Supreme court judgment.</p> <p>Michelle Alexander. 2012. The New Jim Crow: Mass incarceration in the Age of Color Blindness. Chapters Intro & 5</p> <p>The gerrymandering case in North Carolina</p> <p>Marti Maguire 2019. With political power at stake, North Carolina gerrymandering case begins.</p> <p>https://www.breachrepairers.org/</p> <p>Barber's protest and arrest in North Carolina</p>
4/21	<p>Incarceration</p> <p>Ruth Wilson Gilmore. Golden Gulag: prisons, surplus, crisis, and opposition in globalizing california. Chapters 1,2 & 3</p>
4/24	<p>Film: The 13th</p>

4/28	<p>Afrofuturism; reparations; flight reparations</p> <p>Reparations for Slavery and the Slave Trade: A Transnational and Comparative Perspective, 1, 3, 4</p> <p>Woodrow Winchester, “Afrofuturism, Inclusion, & the Design Imagination,” Interactions, 23 Feb 2018, Vol. 25 (2)</p>
5/1	<p>Afterlife of Slavery</p> <p>Autumn Womack 2017 visuality, surveillance, and The Afterlife of Slavery. American Literary History. Vol 29 (1)</p> <p>Diana R. Berry. 2017. The Price of their pound flesh. Beacon. Chapter 6.</p>
5/5	Group projects
5/8	Group projects
5/12	Group projects