

Syllabus: Documenting 1960s America

FYS 100 - 27360 - Section 48 | Monday, Wednesday 1:30 - 2:45 | Ryland Hall 500

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Course Description

This seminar offers an introduction to how social movements are shaped by and (re)shape media.

- How do we represent and document social upheaval?
- How do we use media to advance social change?
- The course will focus on the relation between activism and media in the the 1960s.

Throughout the 1960s, the US engaged in confrontations at home and abroad. Activists in the African American Civil Rights Movement made mass participation in bus boycotts, freedom rides, lunch counter sit-ins, and voter registration central to their campaigns for racial justice. The Black Panther Party agitated for community control and support through local policing and social services, serving as a model for grassroots liberation movements across the country. War On Poverty legislation called for “maximum feasible participation” by the poor in community action programs to eliminate poverty. Activists in the white student-led “New Left” mobilized around the concept of “participatory democracy,” which for them meant direct in political transformation, and organized protests against the Vietnam War. In all of these cases, activists turned to a variety of cultural forms - the underground press, film, photography, and TV - to build their communities, highlight social injustice, and argue for social change. Expression on their terms mattered and was grounded in the belief that how a group of people was culturally incorporated into the nation shaped their cultural, political, and social inclusion. We will specifically explore how African Americans and white youth in the New Left organized for social change through media.

The course will zoom in on three questions:

- How and why did Americans use media to create and respond to rapid cultural, social, and political change in the 1960s?
- How did activists represent themselves and for what ends?
- How do we interpret different kinds of media as scholarly evidence?

Texts will focus on documentary film such as the work of Newsreel, photography from the civil rights movement, and publications from the underground press. We will learn how to analyze the

history of social movements and interpret media. *Doing Documentary Work* (Coles) and *America Divided* (Isserman and Kazin) are available through the UR bookstore. All other readings are available through a link in the syllabus or the Content section in Blackboard.

As well, all First-Year Seminars share the same five common goals:

- Expand and deepen our understanding of the world and of ourselves
- Enhance the ability to read and think critically
- Enhance the ability to communicate effectively, in writing, speech, and other appropriate forms
- Develop the fundamentals of information literacy and library research
- Provide the opportunity to work closely with a faculty mentor

Assignments

Participation:

- Weekly Attendance, Discussion and Blackboard Posts (25%):
 - Students will be assessed on the basis of quality of participation, which entails active engagement in class and undivided attention.
 - Attendance in class is necessary. Students are permitted one (1) unexcused absence over the course of the semester. Additional absences will result in a class participation grade penalty of 1%/day, unless valid documentation is provided within one week of the absence. More than three absences will constitute grounds for failing this course. Absences due to university activities (e.g., sports, debate, etc.) must be discussed with the instructor before the relevant class period(s). An official notice must be shown to the instructor. Arrangements concerning absences are entirely at the instructor's discretion. If you are absent on a given day, it is your responsibility to catch up on any work you miss. I will not post my notes to Blackboard nor will I email them to individual students. I will also not explain missed work via email.
 - For each reading, you will be given a reading assignment. This may include composing several questions or picking a quote from the reading. The assignment should be posted to Blackboard by 8:00am the day of class. Over the course of the semester, you have the option to not respond to two reading assignments.
- In Class Presentation and Discussion (5%): Each group will present on a piece of media. The group will use either a contemporary piece of media or the Underground/Alternative Press Database to find an article, image or drawing that relates to the week's topic, close read their selection, and discuss how it relates to the week's readings. The group will write a post using StoryMaps and Thingslink, present their argument in class, and lead discussion.

Papers: All papers should be submitted on Blackboard.

- Paper 1 (10%): Defining documentary. 1250 words max. Instructions and rubric will be discussed in class. Due 2/12.
- Paper 2 (15%): Close analysis of a photograph. 1250 words max. Instructions and rubric will be discussed in class. Due 3/10.
- Paper 3 (20%): Close analysis of a film. 1500 words max. Instructions and rubric will be discussed in class. Due 4/10.
- Digital Project (25%): Using ESRI ArcGIS StoryMaps, analyze a piece of media from the underground press and connect to a course theme(s). 1000 words. Due 5/4.

Grade	Assignment
25%	Class Participation, Attendance and Discussion Responses
5%	In Class Presentation and Discussion
10%	Paper 1
15%	Paper 2
20%	Paper 3
25%	Digital Project

All assignment are graded on a 4.0 scale.

Schedule:

Introduction to the 1960s/ Methods

January 17: Introduction

January 22: Hall, Stuart. The White of Their Eyes. || Vice. "Charlottesville: Race and Terror". August 21, 2017.

Janaury 24: Doing Documentary Work - Introduction, Ch 1

January 29: Doing Documentary Work - Ch 3

January 31: First Paper Workshop

February 5: America Divided - Introduction and Ch 1 || Takin' It to the Streets - "Past as Prologue": The 1950s as an Introduction to the 1960s' (1-11, Available in Content Tab in Blackboard under

Introduction/Methods). || Explore The Americans (on reserve) and pick a photo for class. || Listen/Read “Americans’: The Book that Changed Photography.” NPR. February 13, 2009

February 7: Library Session - Boatwright Library Seminar Room 2 (in the 1st Floor Collaborative Area)

The Freedom Struggle

February 12: (No Class). Paper 1 Due on Blackboard.

February 14: America Divided - Ch 2 || [“How the Media Covered the Civil Rights Movement: Black Newspaper”](#). Alabama Public Radio. || Explore [SNCC Digital](#).

February 15: (Required). The Fire Next Time Film Series - 6:30pm El Pueblo Se Levanta / The People Are Rising (Newsreel Collective, 1971) | Black Panther a.k. Off the Pig (SF Newsreel Collective, 1968). Acting Studies, Theatre & Dance.

February 19: Leigh Raiford, [“Come Let Us Build a New World Together’: SNCC and Photography of the Civil Rights Movement”](#), American Quarterly 59:4 (December 2007). Make sure you are on the UR server to access.

Optional: For a contemporary connection, listen to NPR. [“Unrest in Baton Rouge: Anatomy of a Photograph”](#). November 10. 2016.

February 21: Second Paper Workshop

Feb 22: (Optional) Party People Salon. 7:30pm. Camp Concert Hall. Fusing theater, poetry, dance, music, and politics, Universes, a company of multi-disciplinary writers and performers, creates work that challenges and inspires social change. During their residency, Universes will teach master classes and offer a public performance of Party People Salon, which explores the complicated legacies of the Black Panthers and the Young Lords. A talkback following the performance will include members of the Black Panthers and the Young Lords.

February 26: Film Studies: An Introduction. Ch 1. || Read Sasha Torres Ch 1 and Ch 2. (All readings under Content -> Civil Rights.) || [NBC White Paper](#) || Watch: [Sit-In Clip 1](#) and [Sit-in Clip 2](#).

February 28: DH Workshop: ArcGIS StoryMaps. Follow the instructions at [ArcGIS](#) to create an account. “Introduction”, “Ch 1: Young Lords Platform and Rules”, “Ch 2: The Ideology of the Young Lords”. The Young Lords: A Reader. ed. Darrel Enck-Wanzer. (New York: NYU Press, 2010).

March 5: Group 1 Presentation and Discussion Lead. America Divided - 222 - 227 || Black Power “The Black Panther Platform: What We Want, What We Believe.”. [“Broadcasting While Black: A History and Overview of Black-Identity Public Affairs TV”](#). Thirteen. || Read text on [Black Journal Debut Episode](#) (1968) and [watch](#) 0:00 to 16:10, 39:00 to 48:30.

March 7: Group 2 Presentation and Discussion Lead. || [America Divided - 83-89, Ch 7](#) || [Agents of Change](#).

March 10: Paper 2 due on Blackboard.

Great Society/ War On Poverty

March 19: [America Divided - Ch 6 "A Time For Action."](#) || ["Will You Join in the Battle to Build a Great Society"](#). Lyndon B Johnson. University of Michigan, May 22, 1964. || Watch LBJ [Declare a War On Poverty Address to Congress](#). || Annelise Orleck and Lisa Hazirjian, eds. *The War On Poverty: A New Grassroots History, 1964-1980*. Introduction (UR electronic resource at library.richmond.edu).

March 21: Annelise Orleck and Lisa Hazirjian, eds. *The War On Poverty: A New Grassroots History, 1964-1980*. "Looking Back to the City in the Hills": The Council of the Southern Mountains and a Longer View of the War on Poverty in the Appalachian South. (UR electronic resource at library.richmond.edu). || [Christmas in Appalachia](#).

March 26: Group 3 Presentation and Discussion Lead: Watch [Harvest of Shame \(1960\)](#) || ["In Confronting Poverty, 'Harvest Of Shame' Reaped Praise And Criticism"](#). NPR.

March 28: Third Paper Workshop. Come to class prepared to discuss the film segment you will be analyzing and a thesis statement. Pick one of the following films to analyze: *Black Panther* or *Christmas in Appalachia*.

April 2: [America Divided Ch 10](#). ArcGIS Workshop

April 4: [America Divided Ch 8 and 9](#) || University of Richmond Archives - 1960s Student Yearbooks (Location: Rare Book Seminar Room, Boatwright B1)

New Left / Counterculture

April 9: [America Divided - Ch 12](#) || ["The Port Huron Statement."](#) Students for a Democratic Society (SDS). || [Alternative Press Ch: 2 - A Hundred Blooming Papers](#) in *Smoking Typewriters*.

April 11: Group 4 Presentation and Discussion Lead. || Watch [Columbia Revolt \(Newsreel, 1969\)](#). || Read Young, Cynthia. *Soul Power: Culture, Radicalism, and the Making of a U.S. Third World Left*. Ch 3: *Newsreel: Rethinking the Filmmaking Arm of the New Left* (UR electronic resource).

April 10: Paper 3 due on Blackboard.

April 16: Group 5 Presentation and Discussion Lead. Music - "Rock and Roll is a Weapon of Cultural Revolution." Jon Sinclair. || Woodstock Reading: "A Fleeting, Wonderful Moment of 'Community'" and "Coming of Age in Aquarius" || Excerpt from [Woodstock](#) - 00:00:00 - 00:36:00, 1:06:00 - 1:41:00, 2:29:00 - 2:40:00, 3:17:00 - 3:44:00 (~2 hours). (Please use Chrome Browser to view this film.)

April 18: America Divided Ch 11 and 14.

April 23: In-Class Presentations

April 25 In-Class Presentations

May 4: Final Project Due.

Other Policies

- *Late Work*: Late work receives a 1/3 of a grade deduction [ex. 3.7 (A-) to a 3.3 (B+)] You've almost made it through this syllabus. If you've read this by January 31, email me your favorite meme and you will receive an extra day to turn in an assignment if you need it.
- *Academic Integrity*: Students are expected to pledge the following statement on all assignments turned in for credit, including exams, papers and laboratory reports: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work. Academic honesty is defined broadly and simply as the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. The University of Richmond and I personally take academic honesty very seriously. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. For more information on UR's commitment to building intellectual integrity, visit: <http://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html>

Other Academic Support

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

- [Academic Skills Center](#) (Phone # 289-8626 or 289-8956): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.
- [Career Services](#) (Phone # 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.
- [Counseling and Psychological Services](#) (Phone # 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in

handling challenges that may impede their growth and development. Services include short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

- [Speech Center](#) (Phone # 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.
- [Writing Center](#) (Phone # 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.
- [Boatwright Library Research Librarians](#) (Phone # 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.

Support Outside of the Course

Although your time at UR should be a positive experience of learning and personal growth, we care about your wellness.

- [Counseling and Psychological Services \(CAPS\)](#): (Phone # 804) 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

Violence and harassment do exist on college campuses, including here. If you experience violence of any nature or are suffering in any other way, you are encouraged to turn to the offices below to get the support and protection you need. Please also remember that Title IX makes it clear that violence and harassment based on sex and gender are civil rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc.

The University of Richmond is committed to providing maximum support for all students who have experienced sexual or other violence and strongly encourages students to report any incident. All college services are available to those who have experienced violence, regardless of whether or not a student intends to file a formal complaint. If you or someone you know has been harassed or assaulted - sexually or otherwise - the campus community has structures in place to support its students.

Resources for students include:

- Student Health Center: (804) 289-8064
- Counseling and Psychological Services (CAPS): (804) 289-8119 (CAPS@richmond.edu)
- Chaplaincy: (804) 289-8500 (if you desire confidentiality, speak only to ordained personnel)
- Academic Advising Resource Center: (804) 287-6574
- Coordinator for Sexual Misconduct Education and Advocacy: (804) 289-8654
- Student Development Office: StudentDevelopment@richmond.edu
- Westhampton College Dean's Office: (804) 289-8468
- Richmond College Dean's Office: (804) 289-8061
- URPD: (804) 289-8911 (or 911 if dialing from campus phone); non-emergency: (804) 289-8715