

History 709-02 (Spring 2018)
Introductory Research Seminar in US History
“Public Culture in the Long 1960s”

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A preliminary word about change of title: I have normally taught the full sweep of the American Century, but came to the realization teaching the capstone undergraduate seminar last semester that the students who chose topics in my area of expertise *invariably* did better in the course because I was able to help them much more readily with sources. Over half of the students chose to do a topic in the early 1960s. These were the ones I was able to nominate for the undergraduate research award, simply because I was able quickly and readily to share the best sources and questions.

If you feel I have done a grave injustice in narrowing the scope of the class, and if for example you took this class because you are passionate about a topic in the 1930s (this was an area of expertise in my graduate training as well, as was World War I dissent), please raise your concerns with me after class, and I will accommodate your interests within the broad framework of public culture. I have a much better idea of how this can work among you and between us, after teaching this very class a dozen times to entering graduates and graduating undergraduates.

In this course you will be expected to research and write an article-length paper on a problem of your choosing (25-30 pages) that reflects original research. You will each learn how to select a topic, turn that topic into a focused research problem that will be compelling to readers, identify pertinent secondary and primary sources, present your hypotheses and findings both orally and in writing, and constructively criticize the work of your peers. In this case, “original” does not connote something someone has never examined before, rather the effort will reflect your substantial reflection upon and interpretation of original primary sources, taking into account the best that has been written on the subject, but reflecting the stamp of your own creative insights. Most of you have probably written something of this length, and if not, something quite substantial! If not, think of it as less than four 8 page papers and you’ll do fine. This is in fact on the short end of publishable article lengths but it is imperative that we get going with good topics and research questions, ready access to sources, and a method for completion.

For a long time my abiding concerns have been: How did powerful elites and ordinary Americans debate and define the boundaries of American citizenship and belonging, in the arenas of immigration and civil rights? At various levels and branches of government, how did the state mobilize citizens to achieve national purposes in times of war, reform, economic, or environmental crisis? How did Americans defend and redefine their liberties in the face of these challenges and decisions?

The first several weeks of the course will be devoted to individual explorations and collective discussions of some of the best scholarship on public culture, to alert you to the possibilities and perhaps provide a model for what you might write.

At the same time, I will ask you to identify at least two historiographical articles that survey a field identified below. In week three you will begin your annotated bibliography, which will culminate in a proposal by February

5. Together and individually you will identify “burning” questions in the historical study of the black freedom movement, the urban crisis, Kennedy-Johnson liberalism, feminism, the Vietnam War, the first stirrings of gay and lesbian organizing, and the antiwar movement. (These do not exhaust the possibilities).

Since this semester, most if not all, of you are in the Public History Program, selection of topics may vary and reflect Public History questions: commemoration and memory, visual culture or filmic culture, popular culture (as long as it has to do with the captivating political issues of the day). After discussions with Drs. Filene and Parsons, we decided that these sources should follow all the conventions of publishable academic articles, such as what might appear in the *Journal of American History*. (I have a few definite ideas about what will not work based on what has not worked, such as one student’s interest in an obscure 1970s Western photographer, rooted in her senior thesis, that I was honestly simply at a loss to interpret much less evaluate).

I have strengths in **political history, cultural history, social movement history, and the history of the African American freedom movement**. I have a significantly broadened competence in **journalism history, especially broadcast journalism**, though much of this might be difficult to research outside of Washington DC and the Library of Congress. If you have trouble narrowing a topic or identifying a burning research question or identifying primary sources, be prepared to accept some guidance. By early February, students will be in possession of an important question and a body of sources likely to yield answers. I will make sure that you are connected to a body of rich primary source materials available through Jackson library, local collections, oral histories, or the Internet.

You all came here because you find history **fun** and intellectually engaging. That remains and will be in the end the primary requirement of the course.

I have scheduled a step-by-step process: surveying relevant historiography and general syntheses; identifying primary sources; choosing a topic; compiling a bibliography; formulating working hypotheses; drawing up an early draft; peer-reviewing; and revising the final draft. Paper topics may vary widely, but you all face similar challenges of researching and writing a piece of original scholarship, so the effort will also be collaborative. In fact I hope it is. Collaborate on finding and identifying sources, research techniques, burning questions and controversies. The final product will reflect your individual interpretations and foci. I urge those of you with interests or foci developed as undergraduates to consider a fresh approach, not a continuation or a different angle on something you have written about before.

The key words you will hear probably more than you want this semester:

Focused

Researchable

Significant.

I will be at points ruthless in challenging students on the “researchable” issue. Many start with topics and sources that they imagine are there, but that turn out to be not as accessible or not as rich. After a certain point, the deficiencies become obvious, hopefully not too late. I am sure you will all do fine! (ask me about Unit 731).

Course Student Learning Outcomes:

A research project on this scale is very challenging, and my goal as instructor is to help you develop critical thinking and research skills that will serve you well at this University and beyond. By the end of the semester students will be able to:

Interpret and analyze primary source material and draw original conclusions relevant to an existing body of historical literature.

Critically evaluate various types of sources, while formulating an historical argument supported with evidence.

Conduct independent research and present the findings of research orally as well as in written form.

Constructively criticize the work of your peers while also utilizing feedback from others to revise their own projects.

Integrate writing into all phases of the research process, in order to break the undergraduate notion that writing only happens at the end!

Required Readings (Highly Individualized):

A series of shared and individual journal articles and book chapters, mostly available through Jackson Library's digital portals or the class's folders on Google Drive. I have collected literally hundreds! We will be reading just a few to talk about method. I aim to put you in touch with the best that has been written in the field of your choice. In the course of things each of you will present another scholar's work as if it were a very brief "round table" presentation.

Optional But Encouraged (all in Google Drive):

"How To" research guides vary widely in quality and usefulness, and each of you has a unique skill set. So there are no cookie-cutter assignments on method. Rather I will make available in a google folder a wealth of digitized materials, and suggest individually what you might find especially helpful.

This is NOT digitized and is incredibly helpful for you to own:

Kate L. Turabian, Wayne Booth, et. al., *A Manual for Writers of Research Papers, Theses, and Dissertations Chicago Style for Students and Researchers*, 7th Edition (Chicago: University of Chicago Press, 2007). **The library has multiple copies as does Amazon.com – earlier editions are less expensive.**

This IS digitized and quite useful. I have placed the ebook in the class Google Folder:

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. *The Craft of Research, Fourth Edition*. 4 edition. Chicago: University Of Chicago Press, 2016. EBOOK.

Those of you who wish to access the full library that I and Kyra Turnage have assembled, entitled "**Historiography UNCG**" should join Zotero and send me your username ASAP. These are the best historiographical essays, seminal articles in various fields, book chapters, even some ebooks. All those who choose to do comprehensives with me are members.

A note on Strategic Reading: Practice strategic reading, i.e. *preview* and *highlight* main ideas and turning points evident in paragraph transitions and sub-headings. Find that paragraph early on that encapsulates the structure of the whole. Understand the questions they are asking and paraphrase them for yourself. **Especially preview the conclusion of any writing, which is meant often to restate the puzzles and contradictions and offer an at least partial resolution.** If the reading is long and time is short, *skim* and *scan* for details that answer a question.

Requirements, Assessment, and Evaluation

Participation and Peer Review: 20 %

This includes your regular attendance and contributions to class discussion, presentations, and the quality of your peer reviews (which should be thorough and mix positive and critical assessment). By no means should you miss a class unless in the most dire emergencies.

Class members will orally present on several occasions: early description of the thesis and best evidence in a scholarly article that you find related to your developing interests.

Proposal—Justification and Annotated Bibliography (10%)

Writing is not something you reserve for the end of "research," but is integral to the process of discovery, your research choices, and every stage up to the final draft.

Outline (5%)

First (or Better, Second Draft) (5%)

Final Paper: (50%) -- Approximately 25-28 pages formatted according to Chicago Manual of Style or Turabian (a link to a handy guide will be on the Canvas syllabus page). This is due electronically and in hard copy the department on May 7 at 5:00 PM.

Discussion and Presentation Rubric

Rubric for discussing common scholarly articles and presenting your own choice of "best practice" scholarship.

What are the major claims this scholar makes?

How does the author address the literature and articulate the larger implications of her work (the all important "so what" question)?

How does the author reason from evidence to support his claims? Give two or three of the best examples. What analytical terms frame the analysis? What are the main sources yielding evidence?

Concluding critical appraisal.

Attendance: Attendance is mandatory (any unexcused absences will hurt your grade, and any absences will deprive you of participation credit – excuses are limited to medical or family emergency, not competing work obligations, travel plans, or extra-curricular conflicts). We won't meet every meeting which makes it all the more imperative that you not miss one.

Conferences: These are for me often the most fun in these classes. Make sure your google calendar is set to EST, not GMT! Come with questions, sources, examples, outlines, laptops.

Email Etiquette and Efficiency – Required Subject Line "HIS 709 Question"

Please address questions to me via email regarding assignments, appointments, mishaps. **Subject line:** "HIS 511A question." I have a filter and deal with them all at once. If you don't hear back from me in 24 hours (weekends excepted), please try me again! Use your UNCG account to make sure you don't end up in Spam.

Plagiarism:

Plagiarism is a serious offense of the academic code and is treated as such by faculty. Familiarize yourself with the responsibilities of the instructor and the options I have: <http://sa.uncg.edu/handbook/academic-integritypolicy/> I will report violations of the honor code to the Dean of Students through one of the two paths explained on the website. This is more serious at the graduate level. See the Rampolla chapter linked on the main Canvas page, or **Plagiarism 2.0: Information Ethics in the Digital Age** [Plagiarism 2.0 Video](#) ("Patch Writing" a form of plagiarism that plagues undergraduates, starting at 4:30).

Grading Scale: A+: 98-100; A: 93-97; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 63-66; D-: 60-62; F: 59 and lower.

Schedule of Meetings and Deadlines (Or, The Scholar's Fishing Trip)

1/16: Introductions: The Wide Sea – Its Teeming Abundance and Dead Zones

Members will introduce each other after 5 minute interviews. Review of syllabus and requirements. Introduction to suggested research questions. Demonstrations of the most productive on line search engines (active student contributions welcome): Red box, America History and Life, JSTOR, EBSCO, HathiTrust.org, ProQuest Historical Newspapers (UNCG and UVA), ProQuest History Vault (digitized microfilm); Archives Unbound, iPoll.
SEE: Jackson Library: Subject Guides-> History->Jackson 511A

1/16: Charting the Currents – Identifying Problems and Questions

Where are the fish? Read those who have been there. Read about 100-150 pages from the general works of synthesis that I have identified in the Canvas bibliography, and collected in Google Docs (main folder). You may also pick something more specific, not *too* specific, since I want you to survey widely. Is there a person, decision, event, or course of political and cultural development that you can identify by next week? (See all my suggestions at the end, which range from areas of interest to focused questions). **Also:** Read 2 of the many **historiographical** articles I posted on Google Docs (or any you have found) with a view to sharpening the **questions** historians and you might be answering.

On Canvas Discussion Board: Write 300 words or so outlining the 2 best *informed* questions you can think up from the reading. (**Example:** Not, “why did the March on Washington happen?” but rather “why did original plans for sustained civil disobedience at the Capital devolve into a one day rally at the Lincoln Memorial?” Followed by some discussion of the constituent groups). Here is where you will provide a link to a GOOGLE DOC allowing for collaboration.

Optional: sometime in the next two weeks: Booth, et. al., *Craft of Research*, chs. 3-5. From Topics to Questions to Sources, very helpful. How does this mysterious process work: refining our “interests” into “topics” and “research problems” and beginning to generate “working hypotheses” about important questions?

What's Good? Discussion of Common Readings in 2 Groups (40 minutes outside of class MAX and 30-45 in class. Pick one set—practice reading for the main ideas and best examples. This is an exercise in quick apprehension, so spend no more than 20 minutes with each):

1. Poor Women and the Politics of Welfare (Pick either this set or the next)

Levenstein, Lisa. “From Innocent Children to Unwanted Migrants and Unwed Moms: Two Chapters in the Public Discourse on Welfare in the United States, 1960-1961.” *Journal of Women's History; Baltimore* 11, no. 4 (Winter 2000): 10–33.

Laurie Green, “Saving Babies in Memphis,” In Orleck, Annelise, and Lisa Gayle Hazirjian. *The War on Poverty: A New Grassroots History, 1964-1980*. Athens: University of Georgia Press, 2011.

2. Roots of Radicalism (two of the three)

Sandage, Scott A. “A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory, 1939-1963.” *The Journal of American History* 80, no. 1 (1993): 135–67.

Jones, W. P. "The Unknown Origins of the March on Washington: Civil Rights Politics and the Black Working Class." *Labor: Studies in Working-Class History of the Americas* 7, no. 3 (October 7, CR Black Power folder.
Horowitz, Daniel. "Rethinking Betty Friedan and The Feminine Mystique : Labor Radicalism and Feminism in Cold War America." *American Quarterly* 48, no. 1 (1996). Feminism folder.

1/23: Mapping Your Territory, Sounding the Depths, Casting the Nets -- Finding Sources and Imagining Results (Do We Need a Session with Lynda Kellam?)

Begin constructing your **working annotated bibliography** in Google Docs. "Share" with me and one other collaborator who will become your peer reviewer. By this week I expect you to be considering the range of scholarship that will help you with your informed focused question. So this is a Draft Working Bibliography, at this point consisting of 6-8 books and articles whose theses, methods, and sources may become of use to you. Above your working bibliography, take a stab at refining one of those questions from last week (you can steal someone else's at this point, with their permission of course).

Student Reports on "Best Practice" Article Length Scholarship (Half the Class This Week; The Rest Next):

Take the best article you've read, something you wish you had written. Not a historiographical essay, a real bona fide product of original research. All selections must be cleared with me in advance. Present it to the class as you might a SHORT Ted Talk (10 minutes max). Tell us the main claims; the historical conversation wherein it resides; the most vivid examples; where to find the sources they relied upon and what makes them enticing (nothing fancy, just the manuscript collection and the repository suffices).

1/30: Assaying the Shipwrecks, Avoiding the Sharks and the Algae Blooms, Staying in Clear Waters

Continue constructing your **working annotated bibliography** in Google Docs with your emergent proposal, which incorporates the questions but delimits the topical scope and defines the analytical or historical significance (what you are explaining, why we should take interest). I expect to see new titles, refined annotations, blooming questions on top, and clearing out of seaweed that only serves to obscure your targets. On the bottom I expect to see shimmering reefs filling up with primary sources that speak to your questions.

Student Reports on "Best Practice" Article Length Scholarship (The Rest)

2/5, Monday: The Proposal! With Annotated Bibliography and Working Hypotheses. 10%. SEE CANVAS RUBRIC.

Introduction/Prose Body: Pose a focused, researchable, and significant question. Justify in light of what has been written. Hook your reader. Elaborate on how you will fulfill the promise. Present working hypotheses or areas of mystery and uncertainty.

Crisp, leaned out annotated bibliography. Settle on the list of at least 4-5 key secondary works (books or journal articles) on your topic and *briefly* summarize the authors' findings and sources (but not everything: *note only those findings and claims and sources pertinent to your question and methods*, not a complete overview or traditional exhaustive "annotation").

Fully Fleshed Out List of Accessible Rich Primary Sources. Complete a list of the most important primary sources you intend to consult for your paper and briefly describe them, and again their *pertinence to the questions*. Are you confident yet that these sources will satisfy the burning questions you are asking? Can you get to them or are you just hoping and wondering? (Don't list individual news articles however, just the range of newspapers and magazines consulted, and don't include long urls).

2/6, Tuesday Class: Your Pitch for Funding to the Whole Class

I have \$200,000 in play money to award two grands of \$75,000 and one of \$50,000. It is your responsibility to “hook” your audience on a compelling question and persuade us that your choice is 1. Focused. 2. Researchable. 3. Significant You each will have up to 10 minutes total, so shoot for 8 minutes with 2-3 for Q and A. Each student will mark feedback sheets and I will tally scores and award awards!

2/11, Final Revision of Hitherto Not-Yet Approved Proposals (these will lose up to 3 points if late).

2/13: You and Only the Horizon – Individual Research, No Class, Possible Conferences or Affinity Group Meetings

**2/20: Smooth Trawling or Snagged Lines and Beached Boats?
Discussions of Common Readings and Peer Reviews in Groups
Discussions of Representative Primary Source Analyses**

We will have two more scholarly articles at this point to remind us of what is good, possible, and fresh. Students will also write up 1-2 pages of primary source analysis: person, audience, context, text, subtext, skilled mix of paraphrase, direct quotation of that language so remarkable that it cannot be paraphrased, where it might fit in the development of your idea.

LAST CLASS TIL 3/20

2/27: NO Class—Conferences as Needed

SPRING BREAK—RESEARCH! WRITE! THESE AREN'T NEAT, DISCRETE PHASES!

3/13 NO CLASS -- Seven Weeks to Final Draft, First Draft, Two Weeks to Outline!

3/20: Informal Progress Reports, Affinity Groups, Possible Shared Reading TBA

3/26: Outlines Due for Peer Review and Class Discussion

Outlines should venture an introductory paragraph, the justification in terms of scholarship, a series of logically connected topic sentences with references to ideas and evidence that is taking shape, and clearly identified markers: “????????” 3-4 pages

3/27 Discussion of Outlines

4/3: No Class – Conferences

4/10: Possible meeting depending on class needs (I haven't decided when exactly the first draft should be due, but will let you know a month in advance)

4/13 FrIdAY!!! At latest. ~~FIRST~~ SECOND DRAFTS DUE! 18 days to Final Draft

Upload to canvas for professor and peer review.

Read at least 1 other students' drafts (as assigned in teams; feel free to read others) and write up a constructive one page single space critique: identify strengths of the essay but make sure that you concentrate on the aspects of the essay that need strengthening. Alternately, use “Review” in Word with “Track Changes” and “Comments” to communicate substantially the same thing. CANVAS will have TWO upload sites with rubrics, one for me and another for your peer reviewer.

4/17: Peer Reviews in Teams And General Discussion

Presentation of Key Findings for those of you who are ready.

4/24: Diving Trophies -- Presentation of Key Findings

Please take no more than 8 minutes to highlight the most interesting and significant pieces of your argument and show some supportive illustrations. Believe it or not, the last class.

Tuesday May 1: "May Day! May Day! 6:30 PM. Absolute Drop Dead Done Done Done No Bull No Excuses Deadline (Give the Big Fish Back, This Is Catch and Release!)

The final draft will be evaluated on its coherence, logical development, significance for history, relationship between interpretation and evidence, and its lucid compelling writing style! This is when I reap the rewards of all of our hard work. Please give them to me elegantly filleted and delicately cooked!

Jackson's Burning Questions That You Can Have!!! (With Help from Previous Researchers)

What follows are a number of ideas, some of them pioneered by recent undergraduates, for which I have a ton of scholarship and primary source material, which I would be happy to share with you through Google Drive and Zotero. I can show you extensive collections of newspaper articles that I have been able to assemble and download through my ProQuest subscription at the University of Virginia.

Popular Culture and the Cuban Missile Crisis -- taking off on recent work by Alice George and Sheldon Stern, this would recover an angle of public reaction to America's biggest brush with Armageddon. Other angles on the Cuban Missile Crisis involve the United States Information Agency's attempt to "spin" the crisis in the Third World.

American Journalists and the Buddhist Crisis South Vietnam 1963 - The First Credibility Gap. A wave of protest against the US sponsored anti-Communist regime of Ngo Dinh Diem captured international headlines with the immolation of a Vietnamese monk. Journalists were split over the legitimacy of the regime, and a cohort of gung ho American journalists played indispensable roles in calling into question the regime and the entire war effort. The unsuccessful efforts of the Kennedy administration to contain their counter-narratives foreshadows later conflicts between the press and the military and the Johnson Administration.

Assembling the Jobs and Freedom Coalition in the 1963 March on Washington. I have a chapter on this in my book, the digitized manuscript papers of A Philip Randolph and Bayard Rustin, Martin Luther King's president's office files, including several thousand letters from ordinary people. Because of my collaboration with the Library of Congress and the American Archive of Public Broadcasting, I also have access to full network coverage of the March itself (LOC is slowly digitizing and releasing this, but I can share it).

JFK, RFK, and the Processing of Civil Rights. Drafting, proposing, and amending the Civil Rights Bill of 1963 have enormous consequences. Historians don't generally differentiate between those rights the Bill squarely addressed, and those it deferred -- especially voting rights and federal protections for civil rights workers brutalized by police and the Klan in the South. Great opportunity to work with the White House tapes, presidential speeches, and a number of black leaders who supported the bill but wished to extend and strengthen it.

The Politics of Riot Commissions -- Were They Listening to Black Voices? I have digitized 4 collections from "Civil Rights during the Johnson Administration," Part V. being the collected testimony behind the 1968 Kerner Commission report. And the United States Commission on Civil Rights collected a remarkable array of testimony from grassroots people.

Maximum Feasible Participation -- The Fight over Community Action in Congress and Key Cities. Here again the civil rights commissions' testimony can be combined with extensive congressional inquiry (and a lot of grassroots testimony before congressional committees) as well as news media coverage along the edge of whether "self-help" for poor people should involve controversial things like voter registration or disruptive protests.

Greensboro, 1963. Unsung Site Of the Negro Revolution. There is quite a bit of oral history and local press coverage, but Greensboro scarcely made the national news because it did not experience violence on the level of Cambridge, Danville, or Birmingham (all of which could be studied through media and movement records). Did you know Birmingham had 2400 people in jail at the same time Greensboro had 1400, the two cities with the greatest number of people in jail in the wave of direct action protests of the spring of 1963?

Black Women and Hunger Politics, 1967. There is actually a good bit of congressional testimony and oral history, as the welfare rights movement is in full swing, and Bobby Kennedy takes an active interest in Deep South hunger. This at a moment when the war on poverty is losing support in Congress and activists are seeking cover, in this case under the umbrella of motherhood.

Choosing War, 1964 – The Eyes Wide Shut Agony of Lyndon Johnson. If we can believe Fredrik Logevall, this was a year when pressures to escalate war in Vietnam were not determining, when Johnson poured his ambivalence into the telephone, whose recording system captured untold hours of prodding and testing of his advisors. A lot of these are now transcribed and you have the opportunity to compare his public statements with his agonized private conversations.

Black Soldiers in the Black Power Era – Patriotic Assimilationism vs. Revolutionary Internationalism. There is some scholarship on the G.I. antiwar movement, and a lot of African-American newspaper coverage as popular support for the war crumbled and racial conflicts within Vietnam accelerated.

Public Opinion and the Anti-Vietnam War Movement. There is really interesting controversy over the degree to which the movement actually impeded the war effort or through the fun house mirror of sensationalized media coverage managed simply to alienate most Americans. Here's an opportunity to work through public opinion polls, records of antiwar organizations, and media coverage (which did turn more positive as public support for the war collapsed around 1971).

Vietnam Veterans against the War – John Kerry and the Winter Soldiers Investigation. Remarkable emergence in 1971 of a strong soldiers antiwar movement, makes big news, testifies to troop implication in atrocities, struggles with issues of reintegration and dissent. I found the entire testimony from the Investigation in the Congressional Record, and coverage of their protests and Kerry's testimony has not been plumbed.

Robin Morgan, Radical Feminism, and the Women's International Terrorist Conspiracy from Hell (WITCH). WITCH splashed on the national scene in the 1968 Miss America protests, but there was quite a bit of controversy around in-your-face street theater. Morgan is a prolific writer and you could combine her memoir with extensive press coverage.

The NAACP, Federal Courts, and the Conundrum of "De Facto" Segregation In Big City Schools. Most black legal activists knew there was nothing "natural" about residential and school segregation, but did they in conceding the concept of "de facto" lose important ground in making constitutional arguments against a crucial perpetuating institution in racial isolation and black disadvantage?

The Women Who Put Sex into Title VII of the Civil Rights Act of 1964. This has to be one of the strangest coalitions in American history. Segregationist Howard Smith seeking to torpedo the bill by inserting "sex" into the protected categories of the employment provisions, the National Women's Party (itself with segregationist roots) supporting, and liberal congresswomen bitterly divided. Ultimately though the entire Congress came around. What role did African-American Women and women allied with the Presidents Commission on the

Status of Women play in building congressional support for the sex amendment? Though the EEOC did not take it seriously for years until women pressured it, this was the entering wedge.

Martin Luther King, the Icon, the Dissident. The forthcoming book by Jason Sokol argues that the “domestication” of King as a consensus leader, in Vincent Harding words, “the harmless dreamer of black and white children on the hillside,” started with the assassination. But you can see it much earlier in national celebration of King’s nonviolence (especially as Malcolm X and radical students seemed to present a more dire threat) and you can see King pushing against the implication he might be a “consensus leader.” Many of King speeches are now readily available, as is a lot of press coverage I have downloaded. Scholars have not plumbed the thousands of letters ordinary people wrote to King to see how they projected their own expectations and fears onto his leadership.

The Chicago Freedom Movement, 1963-1967: Integration and Black Power in the North. When King joined the CFM in 1965, he did so because it had a vital but internally divided coalition that was vigorously debating strategies for social change. Do you somehow try to break down ghetto walls by opening up housing opportunities in suburbs? Do you work on securing resources for black community development? How do you effectively shape local and national power at the same time? Abundant sources not only from King’s angle, but recent work and digitized research collections make this a rich topic. Probably the best northern civil rights movement you could study. Especially with the strong and militant newspaper *Chicago Defender* available through my UVA subscription. Start with my Chapter 11.

And okay for those of you who really just don’t like postwar America: World War I: Propaganda and Dissent. Couldn’t do this a few years ago, but HathiTrust.org has digitized a ton of the Committee for Public Information propaganda, overseen by the crusading aggressive George Creel. There is also a lot of new work (Michael Kazin, *War against War*) on how divided the country was, and how radical the dissent.