

# Movement Literature

English 30693: US Multiethnic Literature | Spring 2020

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## Course Overview

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“Why are they showing this to us?” Ta-Nehisi Coates asked every February when his teachers wheeled in a TV from the AV department and, in honor of Black History Month, showed him and his classmates footage of white policemen beating black people protesting the segregation of Southern schools, public transportation, and lunch counters. There had to be more to the civil rights movement, Coates suspected, than “films dedicated to the glories of being beaten on camera.”

Bayard Rustin, the black labor leader, thought the same thing in 1965, when he declared the end of the “classical stage” of the civil rights movement—stretching from the *Brown v. Board of Education* decision in 1954 to the Civil Rights Act of 1964; the movement Coates learned about in school—and looked ahead to the movement’s next stage. “At issue, after all, is not *civil rights* strictly speaking, but social and economic conditions,” he wrote. “The civil rights movement is evolving from a protest movement into a full-fledged *social movement*.”

This course is about the literature of that larger social movement, from the black popular front of the 1930s and 1940s, in which Rustin himself participated, to the women of color feminisms of the 1970s and 1980s. Through the writing of Carlos Bulosan, Anne Moody, Huey Newton, Rodolfo Gonzales, Frank Chin, and Audre Lorde, we will explore the long, multiple, transnational social movements that so often demanded more than civil rights. The civil rights movement is, as Coates discovered in high school, a story handed down to us that may foreground some people and struggles and set aside others. This course interrogates the movement stories we tell and reconsiders the stories we don’t.

## Required Texts

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Bulosan, Carlos. *America Is in the Heart*. 1943. U of Washington P, 2014.

Lorde, Audre. *Zami: A New Spelling of My Name*. Crossing Press, 1982.

Moody, Anne. *Coming of Age in Mississippi*. 1968. Delta, 2004.

## Readings on Course Website

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“The Alcatraz Proclamation to the Great White Father and His People.” “*Takin’ It to the Streets*”: *A Sixties Reader*, edited by Alexander Bloom and Wini Breines, 4th ed., Oxford UP, 2015, pp. 160–61.

Baldwin, James. “My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of the Emancipation.” *The Fire Next Time*, Vintage, 1993.

Bambara, Toni Cade. Preface. *This Bridge Called My Back: Writings by Radical Women of Color*, edited by Cherríe Moraga and Gloria Anzaldúa, Persephone, 1981, pp. vi–viii.

*Black Panthers: Vanguard of the Revolution*. Directed by Stanley Nelson Jr. PBS, 2015.

Bulosan, Carlos. “Freedom from Want.” *Saturday Evening Post*, 6 May 1943, p. 12.

- Chin, Frank. *The Chicken coop Chinaman. The Chicken coop Chinaman and The Year of the Dragon*, U of Washington P, 1981, pp. 1–66.
- Chin, Frank, et al. Preface. *Aiiieeeee! An Anthology of Asian-American Writers*, edited by Chin et al., Howard UP, 1974, pp. vii–xvi.
- Deloria, Vine, Jr. “The Indian Movement.” *God Is Red: A Native View of Religion*, Delta, 1973, pp. 3–22.
- “El Plan Espiritual de Aztlán.” “*Takin’ It to the Streets*”: *A Sixties Reader*, edited by Alexander Bloom and Wini Breines, 4th ed., Oxford UP, 2015, pp. 151–53.
- Espiritu, Yen Le. “Coming Together: The Asian American Movement.” *Asian American Panethnicity: Bridging Institutions and Identities*, Temple UP, 1992, pp. 19–38.
- Gonzales, Rodolfo. “I Am Joaquín/Yo Soy Joaquín.” El Gallo, 1967.
- Hall, Jacquelyn Dowd. “The Long Civil Rights Movement and the Political Uses of the Past.” *Journal of American History*, vol. 91, no. 4, 2005, pp. 1233–63.
- hooks, bell. “Feminism: A Movement to End Sexist Oppression.” *Feminist Theory: From Margin to Mainstream*, South End, 1984, pp. 17–31.
- I Am Not Your Negro*. Directed by Raoul Peck. Magnolia Pictures, 2017.
- Kelley, Robin D. G. “The Riddle of the Zoot: Malcolm Little and Black Cultural Politics during World War II.” *Race Rebels: Culture, Politics, and the Black Working Class*, Free Press, 1994, pp. 161–82.
- King, Martin Luther, Jr. “Letter from Birmingham Jail.” *Why We Can’t Wait*, Signet, 1964, pp. 76–95.
- Moraga, Cherríe. “La Güerra.” *This Bridge Called My Back: Writings by Radical Women of Color*, edited by Cherríe Moraga and Gloria Anzaldúa, Persephone, 1981, pp. 27–34.
- Newton, Huey P. “To the Liberation Front of South Vietnam.” *To Die for the People: The Writings of Huey P. Newton*, Vintage, 1972, pp. 178–81.
- Rustin, Bayard. “From Protest to Politics: The Future of the Civil Rights Movement.” *Commentary*, Feb. 1965, pp. 25–31.
- “What We Want Now! What We Believe.” *Black Panther*, 15 May 1967, p. 3.
- Wright, Richard. Foreword. *12 Million Black Voices: A Folk History of the Negro in the United States of America*, Viking, 1941, pp. 5–6.
- . “Men in the Making.” *12 Million Black Voices: A Folk History of the Negro in the United States of America*, Viking, 1941, pp. 141–47.
- . “Our Strange Birth.” *12 Million Black Voices: A Folk History of the Negro in the United States of America*, Viking, 1941, pp. 9–27.

## **Assignments, Grading, and Policies**

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### Assignments:

Reading Quizzes	15%
Participation and Preparedness	15%
Presentation	20%
Midterm Paper	25%
Final Paper	25%

### Grading Scale:

A	93–100%	C	73–76%
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A-	90–92%	C-	70–72%
B+	87–89%	D+	67–69%
B	83–86%	D	63–66%
B-	80–82%	D-	60–62%
C+	77–79%	F	0–59%

Plagiarism: As defined by the university, plagiarism is “the appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.” To avoid committing plagiarism, acknowledge and document all of your sources in your written work. If you are ever unsure whether something constitutes plagiarism, please check with me first.

University Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

### Reading Schedule and Deadlines

Date	Readings	Deadlines
<b>Week 1</b>	<b>The Long Movement</b>	
Tuesday, January 14	Syllabus	
Thursday, January 16	Hall, “The Long Civil Rights Movement” (website)	Presentation assigned
<b>Week 2</b>	<b>The Popular Front, in Black and Brown</b>	
Tuesday, January 21	Wright, Foreword to <i>12 Million Black Voices</i> , “Our Strange Birth,” “Men in the Making” (website)	
Thursday, January 23	Bulosan, <i>American Is in the Heart</i> (Chapters 1–10)	
<b>Week 3</b>		
Tuesday, January 28	Bulosan, <i>American Is in the Heart</i> (Chapters 11–20)	
Thursday, January 30	Bulosan, <i>American Is in the Heart</i> (Chapters 21–32)	
<b>Week 4</b>		
Tuesday, February 4	Bulosan, <i>American Is in the Heart</i> (Chapters 33–49)	
Thursday, February 6	Bulosan, “Freedom from Want” (website) Kelley, “The Riddle of the Zoot” (website)	
<b>Week 5</b>	<b>A Southern Movement</b>	
Tuesday, February 11	King, “Letter from Birmingham Jail”	Midterm paper assigned

	(website)	
Thursday, February 13	Baldwin, "My Dungeon Shook" (website)	Midterm paper proposal due Sunday, February 16 at 5 p.m.
<b>Week 6</b>		
Tuesday, February 18	Conferences	
Thursday, February 20	Conferences	
<b>Week 7</b>		
Tuesday, February 25	Moody, <i>Coming of Age in Mississippi</i> (Chapters 1–8)	
Thursday, February 27	Moody, <i>Coming of Age in Mississippi</i> (Chapters 9–15)	
<b>Week 8</b>		
Tuesday, March 3	Moody, <i>Coming of Age in Mississippi</i> (Chapters 16–22)	
Thursday, March 5	Moody, <i>Coming of Age in Mississippi</i> (Chapters 23–30)	Midterm paper due Friday, March 6 at 5 p.m.
<b>Week 9</b>		
Tuesday, March 10	No class (spring break)	
Thursday, March 12	No class (spring break)	
<b>Week 10</b>	<b>Manifestos</b>	
Tuesday, March 17	Rustin, "From Protest to Politics" (website) "What We Want Now!" (website) Newton, "To the National Liberation Front of South Vietnam" (website)	
Thursday, March 19	<i>The Black Panthers: Vanguard of the Revolution</i> (website)	
<b>Week 11</b>		
Tuesday, March 24	"The Alcatraz Proclamation to the Great White Father and His People" (website) Deloria, "The Indian Movement" (website)	
Thursday, March 26	"El Plan de Aztlán" (website) Gonzales, "I Am Joaquín/Yo Soy Joaquín" (website)	
<b>Week 12</b>		
Tuesday, March 31	Chin et al., Preface to <i>Aiiieeeee!</i> (website) Espiritu, "Coming Together" (website)	
Thursday, April 2	Chin, <i>The Chickencoop Chinaman</i> (website)	Final paper assigned
<b>Week 13</b>	<b>Sister Outsiders</b>	
Tuesday, April 7	hooks, "Feminism: A Movement to End Sexist Oppression" (website)	
Thursday, April 9	Bambara, Foreword to <i>This Bridge Called My Back</i> (website) Moraga, "La Güera" (website)	
<b>Week 14</b>		
Tuesday, April 14	Lorde, <i>Zami</i> (Prologue, Chapters 1–8)	

Thursday, April 16	Lorde, <i>Zami</i> (Chapters 9–17)	
<b>Week 15</b>		
Tuesday, April 21	Lorde, <i>Zami</i> (Chapters 18–24)	
Thursday, April 23	Lorde, <i>Zami</i> (Chapters 25–31, Epilogue) SPOTs (please bring a laptop or tablet to class)	
<b>Week 16</b>	<b>Movement Literature Now</b>	
Tuesday, April 28	<i>I Am Not Your Negro</i>	
Thursday, April 30	No class (study days)	Final paper due Sunday, May 2 at 5 p.m.