

History 511A-01 (Fall 2001): Seminar in American History
Social Movements and Politics:
Black Freedom and Feminism, 1945-80

Professor Tom Jackson
Office: 200 McIver Building
Office Phone: 334-3514; History Dept. Message: 334-5992

Th, 6:00-8:50
McIver 225
tjackson@uncg.edu

This is a research seminar whose main purpose is for you to write a focused analytical paper that draws upon primary historical sources. Throughout U.S. history, African-American civil rights movements and women's rights movements have intersected in ways both mutually supportive and, at times, conflicted. These movements have been among the most consequential in the nation's history, in terms of their impact on social relationships, economic opportunities, formal politics and public policies. We will discuss their parallel developments, main issues and intersections, their "liberal" beginnings, processes of radicalization, the policy responses, conservative reaction, and finally, how they related to other movements, such as the peace movement, "poor people's movements," and movements of other peoples of color in the U.S. and abroad. [The reading content for this class is actually flexible and can be changed somewhat to reflect the drift of student interests].

You will each select a topic that speaks to your interests, but collectively we will give attention to the important role ideology and consciousness plays in movements for change, to grass roots organizing and strategies of dramatic protest, to patterns of mass media coverage, and to national politics and anti-discrimination policies. We will analyze and discuss a series of short scholarly articles, appreciating their content and methodologies. These articles will not give you comprehensive understandings of both movements; rather I chose them because they can provide a richness of insight into the posing of a problem and the nuts and bolts of the research process (so ALWAYS read their footnotes when they make an important point). I will also develop a progression of assignments that will help you identify a topic and problem, evaluate primary and secondary sources, compile an annotated list of major sources, research, draft, write and revise your findings.

Next week I will provide a detailed list of researchable topics. If your preliminary discussion and project descriptions are not substantial and persuasive, if in my judgement you do not have a *researchable* and *manageable*, topic and problem by the end of September, I will ask you to select one from the list. I am exercising a bit tighter control over class research topics than I have in the past, to minimize the risk that you pursue a topic NOT locally researchable or a topic with which I am not familiar enough to guide you in researching. This has happened in the past with unfortunate results. I also believe that the group learning process will be enhanced if we all can focus on common issues. So please, **do not propose a topic outside these boundaries.**

This class has a strong collaborative dimension, though we do not meet every week. Attendance is mandatory (more than one unexcused absence will result in my lowering your grade by 1/2 of a letter for each session missed – excuses are limited to medical or family emergency, NOT work obligations or extra-curricular conflicts). So is participation: in discussions and in peer review of each other's topic discussions, project descriptions, bibliographies, outlines, evidence samples, and your affinity group's first drafts. The best critiques mix searching challenges (questions, counter-arguments) with appreciation (since who wants to hear only what is lacking in their efforts?). **Generally the first half of class will discuss common readings, the second half your research.**

The first thing you will notice is that local sources, especially those of Jackson Library are richer on the black freedom movement than the feminist movement. This should not be a major obstacle for those of you interested in feminism, as there are a couple of important microfilm collections and there is a wealth of government publications (especially Congressional hearings and floor debates on major pieces of legislation) that will provide ample research opportunities.

NB: If spending a lot of time in Jackson Library poses a major problem for you this semester, come see me ASAP about identifying sources you may check out. This applies only to commuter students with major family or other obligations.

I urge you to keep a research log or notebook separate from their research notes, proposals, bibliographies, and drafts. This is where you will informally and privately record your questions, working hypotheses, analytic problems, frustrations and flashes of insight at three in the morning. If you make it an almost daily practice of freely writing down your thoughts, this notebook will be the most valuable research tool you have. I promise!

Course Requirements:

Required Reading, Preparation and Class Citizenship: 20%.

Discussion participation, depth of expressed insight into common readings, questioning, critiquing and supporting each other's research strategies, and the 1-2 page peer reviews of 2 drafts written by your colleagues.

Research process: 30% This process is 30% of your grade. There are 8 assignments.

Each of the assignments will be due the day of class and no later. Assignments not ready by the day of class will receive no credit, N/C, which will shave valuable points from your grade. They will still be due the following week, and must be acceptable. If you hand in an assignment that is complete but not acceptable, I will notify you the next day and you will have until next class period to submit an acceptable one, whereupon you may receive 70% credit for that assignment.

1. 8/29: 1-2 page description of 2 questions relating to the black freedom movement (email to the class on Wednesday 8/28).

2. 9/5: 1-2 description of 2 "problems" relating to the feminist movement (email to the class on Wed. 9/4).

3. 9/12: Finding sources: 1 page synopsis (paraphrase and selective quotation) of a major source on feminism (email to the class on 9/11).

4. 9/19: 2 page book review (double spaced) (email to the class Wednesday). **You should be drafting assignment 6 this week and have scheduled at least one conference with me to discuss your strategy.**

5. 9/26: Document from microfilm xeroxed (for projection). 1 page synopsis and presentation to the class through the overhead projector.

6. 10/3: 2 pp. project description with annotated bibliography (formatted in complete bibliographic style, according to *Chicago Manual of Style, 14th ed.*) (email to the class on Wednesday 10/2).

7. 11/14: Detailed paper outline (as described in *Craft of Research* section on outlining) with a one-paragraph working thesis (email to your affinity group members Wednesday 11/13).

8. 11/21: **First Draft (not a ROUGH draft but the first draft you would show anyone). (Bring 3 paper copies to class– one for me and two for your affinity group).**

December 11: Final paper: 50% (17-20 pp. for undergraduates; 24-28 pp. for graduates).

SCHEDULE OF MEETINGS AND ASSIGNMENTS

8/22: Introduction

Introductions

What we bring to the class.

Tutorial on searching for primary and secondary sources in history.

8/29: The Black Freedom Movement

Robin D.G. Kelley and Earl Lewis, eds., *To Make Our World Anew: A History of African Americans* (Oxford University Press, 2000), ch. 9, 10.

Wayne C. Booth, Gregory C. Colomb, Joseph M. Williams *The Craft of Research* (University of Chicago Press, 1995) ch. 2-3, pp. 1-5, 12-27, 35-47.

Assignment 1: Identify 2 topics within the movement that interest you, generate 2 questions that you might seek to answer and the rationale for studying this question, according to the 3 step formula on page 44 of *The Craft of Research*. 1-2 pp. Come prepared to discuss the topics and questions. Make sure you have real questions that would matter to a general reader whose knowledge is on the level of the Kelley and Lewis readings. This can be fairly freewheeling.

Email to the class on Wednesday.

Visit the Government Documents room on the second floor of Jackson Library and browse through several of the microfilm "reel guides" that interest you. Come prepared to talk about their content and organization.

9/5: Women's Lives and Post-World War II Feminism

Nancy F. Cott *No Small Courage: A History of Women in the United States* (Oxford University Press, 2000), ch. 9, 10.

Booth, et. al. *The Craft of Research*, ch. 4.

Assignment 2: Identify 2 "problems" within the feminist movement that interest you *and your reader*, according to the formula on page 63 of *The Craft of Research*. 1-2 pp. **Email to the class on Wednesday.**

Familiarize yourself with the bound and microfilm primary sources on feminism in Jackson library and take a look at the Duke on-line collection of radical feminist primary sources.

9/12: Betty Friedan: The Radical Origins of Liberal Feminism

Daniel Horowitz, "Rethinking Betty Friedan and *The Feminine Mystique* : Labor Radicalism and Feminism in Cold War America," *American Quarterly* 48, no. 1 (1996).

Betty Friedan, *The Feminine Mystique*, 2nd ed. (New York: Dell Publishing, 1963, 1974), pp. 11-27.

Discussion: What is the problem that Horowitz seeks to address? Why does it matter? Why would Betty Friedan threaten to sue Professor Horowitz and attempt to stop publication of his book?

Assignment 3: Finding sources. Find an important document from the early feminist movement, from the Kennedy Commission through the founding of NOW. Paraphrase and selectively quote in a 1 page summary the main points of that document. You should commit yourself to a specific topic area and be generating a working bibliography and questions associated with these. **Email your synopsis to the class on Wednesday, with the document title and full citation at the top.**

9/19: Argument and Evidence: The “Radicalism” of Martin Luther King?

Fairclough, Adam. *To Redeem the Soul of America: The Southern Christian Leadership Conference and Martin Luther King, Jr.*. Athens: University of Georgia Press, 1987. Ch. 8, pp. 194-222.

Clayborne Carson, ed., *The Papers of Martin Luther King, Jr. King*, v. 3, (University of California Press, 1997), 299-310, 414-420.

Martin Luther King, Jr., *Why We Can't Wait* (Mentor, 1964, 1968), 134-146.

“Statement by Dr. Martin Luther King, Jr., On Accepting the N.Y.C. Medallion,” December 17, 1964, Cleveland Robinson Papers, Box 24, Tamiment Library, NYU.

Go to the New York Times via Proquest, and read the article: “Dr. King Awarded A City Medallion,” New York Times, December 18, 1964, by Robert Alden. Compare the story with King’s actual speech and Fairclough’s narrative of King’s return from the Nobel ceremonies.

Discussion: Examine carefully Fairclough’s generalizations about King’s activism in 1964, at the outset of the War on Poverty. What does the evidence from King’s Papers and book indicate about the nature of his economic philosophy?

Assignment 4: Preliminary description of the problem you are going to address, and the primary and secondary sources you have found that reflect upon that problem. Bring your working bibliography, and be ready to describe to the class your progress. Find a main book in that topic area, read two book reviews and spend 1 hour with that book (ONLY ONE HOUR). Describe in 1 page what its major findings are and where more research (from a different perspective or with the same sources) might generate new knowledge. **Email book review to the class on Wednesday.**

9/26: Using Media Sources Creatively

Lisa Levenstein, “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* 11.4 (2000) 10-33. Through Jackson’s electronic journals Academic Search Elite. Or through Jackson Library’s electronic journals link to “Project Muse” under “Full Text Resources” or directly at http://muse.jhu.edu/journals/journal_of_womens_history/v011/11.4levenstein.html from a networked computer (not accessible outside UNCG network, because it is a subscription service).

Recommended:

Walker, Jenny. "A Media-Made Movement? Black Violence and Nonviolence in the Historiography of the Civil Rights Movement." In *Media, Culture and the Modern African American Freedom Struggle*, edited by Brian Ward, 41-66. Gainesville: University Press of Florida, 2001.

Bond, Julian. "The Media and the Movement: Looking Back from the Southern Front." In *Media, Culture and the Modern African American Freedom Struggle*, edited by Brian Ward, 16-40. Gainesville: University Press of Florida, 2001.

Thomas Jackson, “Power to Poor People: Civil, Political and Economic Rights in the Poor People’s March, 1967-68,” Paper presented to New York University International Center for Advanced Studies, November 1999. Useful both for understanding King’s commitment to economic justice and the extent of his frustrations with news coverage. Ask me for a copy.

Payne, Charles M., *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. Berkeley: University of California Press, 1995. Ch. 14 and “Bibliographic Essay,” pp. 391-441. Ereserves

Assignment 5. Familiarize yourself with the microfilm collections that seem most relevant to your developing interests. Find one document, copy and provide a 1 p. synopsis with good paraphrase and revealing yet judicious use of quoted material. Don't email, just report to the class on document and the microfilm collection. **I strongly advise you also have shown me a draft of Assignment 6 by this week.**

10/3: Sources in Conflict: The 1963 March on Washington -- Race, Militancy, Gender and Economic Justice

Thelwell, Michael. "The August 28th March on Washington: The Castrated Giant." In *Duties, Pleasures and Conflicts: Essays in Struggle*, edited by Michael Thelwell, 57-73. Amherst: University of Massachusetts Press, 1987.

Height, Dorothy I. "'We Wanted the Voice of a Woman to Be Heard': Black Women and the 1963 March on Washington." In *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement*, edited by Bettye Collier-Thomas and V. P. Franklin, 83-92. New York: New York University Press, 2001.

Lewis, John, and Michael D'Orso. *Walking with the Wind: A Memoir of the Movement*. New York: Simon and Schuster, 1998, 201-227

Thomas Jackson, 1963 March On Washington Document Set.

Assignment 6: Project description, 2 pp. with attached *annotated* bibliography of primary and secondary sources, due 9/26. *Annotations are brief descriptions of the source, its content and relevance to the question you are pursuing.* The project description is a roadmap, a strategy for answering questions that makes specific reference to your sources and their expected usefulness. **Email to the class on Wednesday.**

10/10: Black Women's Organizing Traditions in the Civil Rights Movement

Rouse, Jacqueline A. "'We Seek to Know . . . In Order to Speak the Truth': Nurturing the Seeds of Discontent--Septima Clark and Participatory Leadership." In *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement*, edited by Bettye Collier-Thomas and V. P. Franklin, 95-120. New York: New York University Press, 2001.

Recommended:

Charles M. Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle* (Berkeley: University of California Press, 1995), pp. 67-102, 192-194, 265-283.

"Ella Baker," in Ellen Cantarow, ed., *Moving the Mountain: Women Working for Social Change* (Old Westbury, NY: The Feminist Press, 1980).

Vicki L. Crawford, Jacqueline Anne Rouse, and Barbara Woods, eds., *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965* (Bloomington: Indiana University Press, 1990, 1993). A trailblazing collection, the best after *Sisters in the Struggle*.

Collier-Thomas, Bettye, and V. P. Franklin, eds. *Sisters in the Struggle : African American Women in the Civil Rights-Black Power Movement*. New York: New York University Press, 2001.

Nasstrom, Kathryn. "Down to Now: Memory, Narrative and Women's Leadership in the Civil Rights Movement in Atlanta, Georgia." *Gender and History* 11 (1999).

10/17: NO CLASS – RESEARCH

10/24: White Women in the Black Freedom and Feminist Movements

Evans, Sarah. "Women's Consciousness and the Southern Black Movement." In *A History of Our Time: Readings on Postwar America*, edited by William Chafe and Harvard Sitkoff, 199-209. New York: Oxford, 1999.

Baker, Elaine Delott. "They Sent Us This White Girl." In *Deep in Our Hearts: Nine White Women in the Freedom Movement*. Athens, GA: University of Georgia Press, 2000.

Recommended:

Curry, Constance, Joan C. Browning, Dorothy Dawson Burlage, Penny Patch, Theresa Del Pozzo, Sue Thrasher, Elaine Delott Baker, Emmie Schrader Adams, and Casey Hayden. *Deep in Our Hearts : Nine White Women in the Freedom Movement*. Athens, GA: University of Georgia Press, 2000. "Our book is about girls growing up in a revolutionary time and place. It is about love and politics and the transcendence of racial barriers."

10/31: Crossing Boundaries, Testing "Sisterhood": Sources on Black/White, Lesbian/Straight Relations

Alice J. Wolfson, "Clenched Fist, Open Heart," in *The Feminist Memoir Project*, eds. Rachel DuPlessis and Ann Snitow (New York: Three Rivers, 1998), pp. 268-83.

Omolade, Barbara. "Sisterhood in Black and White." In *The Feminist Memoir Project*, edited by Rachel DuPlessis and Ann Snitow, 268-83. New York: Three Rivers, 1998.

Recommended:

Sandra Morgen, "'Its the Whole Power of the City Against Us!': The Development of Political Consciousness in a Women's Health Care Coalition," in *Women and the Politics of Empowerment*, ed. Ann Bookman and Sandra Morgen (Philadelphia: Temple University Press, 1988), 97-115.

11/7: No Class – Researching and Drafting

Booth, et. al. *Craft of Research*, pt. 4, ch. 11, 149-174.

11/14: Welfare Rights

Valk, Anne M. "'Mother Power': The Movement for Welfare Rights in Washington, D.C., 1966-1972." *Journal of Women's History* 11, no. 4 (2000): 34-58. Available through project muse. – Use journal finder.

Johnnie Tillmon, "Welfare is a Women's Issue," in *America's Working Women*, pp. 353-358.

Assignment 7. Outline of your paper with a one-paragraph working thesis at beginning: NOT a restatement of your topic and questions, but a preliminary stab at your FINDINGS. **Email to your affinity group on Wednesday.**

Recommended:

Jackie Pope, "Women in the Welfare Rights Struggle: The Brooklyn Welfare Action Council," in *Women and Social Protest*, ed. Guida West and Rhoda Lois Blumberg (New York: Oxford, 1990), 57-74.

Frances Fox Piven and Richard Cloward, *Poor People's Movements: Why They Succeed, How They Fail* (New York: Vintage, 1977), pp. 288-316.

West, Guida. *The National Welfare Rights Movement: The Social Protest of Poor Women*. New York: Praeger, 1981.

11/21: Radical Feminism and Women's Liberation

Alice Echols, "Nothing Distant About It: Women's Liberation and Sixties Radicalism," in *The Sixties: From Memory to History*, ed. David Farber (Chapel Hill: University of North Carolina Press, 1994), 149-174.

Recommended:

Susan Brownmiller, "Rape is a Political Crime Against Women," from *In our Time: Memoir of a Revolution* (New York: Delta, 1999), pp. 194-224. The whole memoir is fascinating, perhaps the best aside from Morgan's.

Morgan, Robin. *Going Too Far: The Personal Chronicle of a Feminist*. New York: Vintage, 1978.

Assignment 8: First Draft, a well structured, developed, documented argument with an introduction and conclusion – not a ROUGH draft, due for peer review. **Bring 3 copies to class.**

11/25: ALL PEER REVIEWS EMAILED BY 12:00 NOON. I WILL ALSO EMAIL COMMENTS FOR REVISION

These should involve substantive criticism and praise, as specific as you can be. This should involve rigorous challenge within the context of collegiality. 1 page minimum.

12/5: Black Feminisms

Harris, Dutchess. "From the Kennedy Commission to the Cohambee Collective: Black Feminist Organizing, 1960-80." In *Sisters in the Struggle : African American Women in the Civil Rights-Black Power Movement*, edited by Bettye Collier-Thomas and V. P. Franklin, 280-305. New York: New York University Press, 2001.

Recommended:

Bonnie Thornton Dill, "Race, Class and Gender: Prospects for an All-inclusive Sisterhood," in *U.S. Women in Struggle*, ed. Claire Goldberg Moses and Heidi Hartmann (Urbana: University of Illinois Press, 1995), 277-295.

Bernice Johnson Reagon, "My Black Mothers and Sisters; or, On Beginning a Cultural Autobiography," in *U.S. Women in Struggle*, ed. Claire Goldberg Moses and Heidi Hartmann (Urbana: University of Illinois Press, 1995), 296-310.

Karen Anderson, *Changing Woman: A History of Racial Ethnic Women in Modern America* (New York: Oxford University Press, 1996), ch. 8, (on African Americans) pp. 185-219.

Discussion of Drafts and Peer Reviews and Plans for Revision.

Final paper: 50% (17-20 pp. for undergraduates; 24-28 pp. for graduates).

Due December 11, 5:00 PM. No extensions, no exceptions. Early is nice.

Source Collections, Article Collections, Essential Readings

1. Civil Rights Historiographical Essays:

Eagles, Charles W. "Toward New Histories of the Civil Rights Era." *Journal of Southern History* 66, no. 4 (2000): 815-48. **Ereserves.** Recent overview of historiography with research suggestions.

Rogers, Kim Lacy. "Oral History and the History of the Civil Rights Movement." *Journal of American History* 75, no. 2 (1988): 567-576. **(ereserves)**

Payne, Charles M., *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. Berkeley: University of California Press, 1995. Ch. 14 and "Bibliographic Essay," pp. 391-441. ereserves

Lawson, Steven F., "Freedom Then, Freedom Now: The Historiography of the Civil Rights Movement." *American Historical Review* 96, no. 2 (1991): 456-471. A review of new bound primary source collections on King and the civil rights movement. ereserves

2. Civil Rights Primary Source Collections

Oral History Published Collections:

Cluster, Dick. *They Should Have Served That Cup of Coffee*. Boston: South End Press, 1979.

Greenberg, Cheryl Lynn, and Student Nonviolent Coordinating Committee (U.S.), eds. *A Circle of Trust : Remembering Sncc*. New Brunswick, N.J.: Rutgers University Press, 1998.

Hampton, Henry, Steve Fayer, and Sarah Flynn. *Voices of Freedom : An Oral History of the Civil Rights Movement from the 1950s through the 1980s*. New York: Bantam Books, 1991.

Companion to the documentary film series -- short excerpts on the events covered by the film, but rich and vivid.

Raines, Howell. *My Soul Is Rested: Movement Days in the Deep South Remembered*. New York: G.P. Putnam's Sons, 1977.

Activists in SNCC and SCLC and local people -- focuses on "main events" as seen in 1977.

Warren, Robert Penn. *Who Speaks for the Negro?* New York: Random House, 1965.

Long, reflective interviews in 1964 with a range of leaders and activists by the Southern liberal novelist and poet.

Published Collections of Primary Source Documents from the Civil Rights Movement

Blaustein, Albert P., and Robert L. Zangrando. *Civil Rights and the American Negro; a Documentary History*. New York: Trident Press, 1968.

Bracey, John H., August Meier, and Elliott M. Rudwick. *Black Nationalism in America* American Heritage Series: Bobbs-Merrill, 1970.

Broderick, Francis L., and August Meier. *Negro Protest Thought in the Twentieth Century*. Indianapolis: Bobbs-Merrill Co., 1966.

Carson, Clayborne, Student Nonviolent Coordinating Committee (U.S.), Martin Luther King Jr. Papers Project., Martin Luther King Jr. Center for Nonviolent Social Change., and Stanford University. *The Student Voice, 1960-1965 : Periodical of the Student Nonviolent Coordinating Committee*. Westport, CT: Meckler, 1990.

In the stacks. Library use only.

Carson, Clayborne. *The Eyes on the Prize : Civil Rights Reader : Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle, 1954-1990*. New York, N.Y., U.S.A.: Penguin Books, 1991.

Lawson, Steven F., and Charles Payne. *Debating the Civil Rights Movement, 1945-1968* Debating 20th Century America. Lanham, Md.: Rowman & Littlefield, 1998.

Levy, Peter B. *Documentary History of the Modern Civil Rights Movement*. New York: Greenwood Press, 1992.

History Microfilm Sets in Jackson Library

At considerable expense and at the request of your new professor, Jackson Library has recently supplemented its already impressive microfilm holdings on the black freedom movement. Before I came (thanks to my predecessors Steve Lawson and John D'Emilio) we already owned the SNCC

Papers, CORE Papers, , some of the NAACP Papers, Johnson Library civil rights papers, Bayard Rustin and A. Philip Randolph Papers. We now own the **CORE “Addendum”** (not yet arrived) covering the 1960s, the **Martin Luther King FBI files** (including the all-important verbatim transcripts of telephone surveillance between King and Stanley Levison), the **Kennedy Administration’s civil rights papers** , the **Johnson Library’s War on Poverty files** (not yet arrived), and the **Paul Robeson collection!** Run, don’t walk, to the library and to the finding aids associated with these collections to get a sense of the profusion of sources on this movement. If you cannot find sources at UNCG, know that the *Duke and UNC Chapel Hill libraries have collaborated to purchase every microfilm collection on this movement known to man and woman* (including ALL the NAACP and SCLC papers), making the North Carolina Piedmont without doubt the best place on the planet to study the civil rights movement! Aren’t we lucky? Unfortunately, microfilm sources on the women’s movement cannot compare, but see below.

(This is a partial guide – see also the movement journals on microfilm: *Freedomways* and *Southern Patriot*, edited by white integrationist radicals Anne and Carl Braden).

The microform sets appear: <http://library.uncg.edu/depts/ref/bibs/micrhis.html>

Look under **African American** and **History**, but here is a nearly complete list.

Film 4437 *The Bayard Rustin Papers*. 23 reels. Reel Guide: Docs E185 .R90 A3.

Film 4488 *Centers of the Southern Struggle: FBI Files on Selma, Memphis, Montgomery, Albany, and St. Augustine*. 21 reels. Reel Guide: Docs E185.61 C440 1988.

Film 3832 *Civil Rights During the Johnson Administration: A Collection from the Holdings of the Lyndon Baines Johnson Library*. Reel Guide: Docs E185.615 .G840.

Film 5095 *Civil Rights During the Kennedy Administration*. 47 reels. Reel Guide: Docs E185.615 .C58450

Film 4494 *Congress of Racial Equality Papers, 1959-1976*. Part 2; Part 3 Series A, B, and C. 80 reels. Reel Guide: Docs E185.61 .C75470. (Awaiting CORE Addendum, more comprehensive for the 1960s)

Film 5091 *The Martin Luther King, Jr. FBI File*. 16 reels. Reel Guide: Docs E185.97 .K5 M3350 Part 2: *King-Levison File* (verbatim transcripts) are now in Gov. Docs.

Film 4489 *Papers of A. Philip Randolph*. 35 reels. Reel Guide: E185.97 .R27 A3 1990.

[Research on Randolph should be supplemented by looking at Brotherhood of Sleeping Car Porters at UNC-CH)

Film 3833 *Papers of the NAACP*. [selected from hundreds of reels – all are at Duke]: 28 reels. Reel Guide: Docs E185.61 .N23 1982.

Film 4991 *The Papers of W.E.B. Du Bois, 1803 (1877-1963) 1965*. 89 reels. Reel guide: Docs E185.97.D73 M3901986.

Film 4613 *Records of the National Association of Colored Women's Clubs, 1895-1992*. 22 reels. Reel Guide: Docs E185.86.R370.

Film 4941 *The Southern Regional Council Papers, 1944-1968*. 225 reels. Reel guide: Docs E185.5.S730 1984.

Film 4992 *Student Nonviolent Coordinating Committee Papers, 1959-1972*. 73 reels. Reel Guide: Docs E185.61.S91550 1982b.

Film 4938 *The Tuskegee Institute News Clippings File*. 252 reels. Reel guide at the beginning of reel 1.

Post-War Feminism Microfilm and On-line Collections:

Documents from the Women's Liberation Movement An On-line Archival Collection Special Collections Library, Duke University <http://scriptorium.lib.duke.edu/wlm/>

In Jackson Library:

Film 4613 Records of the National Association of Colored Women's Clubs, 1895-1992. 22 reels.
Reel Guide: Docs E185.86.R370.

Film 4487 Records of the Women's Bureau of the Department of Labor, 1918-1965. 45 reels.
Reel Guide: Docs HD6095.R350. Film 4970

Feminism Primary Source Collections:

Baxandall, Rosalyn Fraad, and Linda Gordon. *Dear Sisters : Dispatches from the Women's Liberation Movement*. New York, NY: Basic Books, 2000.

Crow, Barbara A. *Radical Feminism : A Documentary Reader*. New York: New York University Press, 2000.

DuPlessis, Rachel Blau, and Ann Barr Snitow, eds. *The Feminist Memoir Project : Voices from Women's Liberation*. 1st ed. New York: Three Rivers Press, 1998.

Lerner, Gerda. *Black Women in White America: A Documentary History*. New York: Vintage Books, 1972.

Morgan, Robin, ed. *Sisterhood Is Powerful: An Anthology of Writings from the Women's Liberation Movement*. New York: Vintage, 1970.

Schneir, Miriam, ed. *Feminism in Our Time: The Essential Writings, World War II to the Present*. New York: Vintage Books, 1994.

Collections of Feminist Scholarship:

Meyerowitz, Joanne, ed. *Not June Cleaver: Women and Gender in Postwar America, 1945-1960*. Philadelphia: Temple University Press, 1994.

Moses, Claire Goldberg and Hartmann, Heidi, ed. *U. S. Women in Struggle: A Feminist Studies Anthology*. Urbana, IL: University of Illinois Press, 1995.

Kerber, Linda and DeHart, Jane Sherron, ed. *Women's America: Refocusing the Past*. 3rd ed. New York: Oxford University Press, 1991.

Kerber, Linda K., Kessler-Harris, Alice and Sklar, Kathryn Kish, ed. *U. S. History as Women's History: New Feminist Essays, Gender & American Culture*. Chapel Hill: University of North Carolina Press, 1995.