

I. Black Insurgency

A. 1876-1930: conditions not present

1. no political opportunity
2. weak organizations/few resources
3. no cognitive liberation

B. Compromise 1877

C. System: 1876-1930

1. economic
 - a. 90% of blacks in south
 - b. cotton tenancy or debt bondage
 - c. benefited: Northern and Southern elites
2. political/social
 - a. disenfranchisement
 - b. segregation
 - c. Wilson/Harding
3. judicial
 - a. Fourteenth Amendment
 - b. Plessy v Ferguson
4. social order violence
 - a. riots
 - b. lynching
 - c. 1920s Ku Klux Klan

D. Socioeconomic processes: 1930- 1960

1. economic
 - a. Cotton decline
 - b. automation
 - c. northern manufacturing
2. black migration
3. urbanization
4. WWII: freedom and equality
5. Cold War: racism doesn't look good

E. Consequences

1. increasing political opportunity
 - a. northern elite v southern elite
 - i. importance of black vote in North
 - ii. compromise v cold war
 - b. federal government "support"
 - i. judicial: Brown v Bd of Ed
 - ii. Truman's Civil Rights Commission
 - iii. Roosevelt: lynching is murder

2. Indigenous groups: increasing size and resources
 - a. Black church
 - b. Black colleges
 - c. NAACP
3. Cognitive liberation
 - a. system is unjust, by its own standards
 - b. can be overthrown
 - c. lynching and Brown v Bd of Education

II. Heyday: 1961-65

A. Political opportunity: further factionalizing of elite

1. black vote in North more important than alliance with Southern elite
 - a. 1950-1965 2 million to NY, CA, IL
 - b. 1960 black vote decided election for Democrats
2. winning cold war more important than maintaining social oppression
 - a. "communism" vs "democracy"
 - b. wars of national liberation
 - c. winning their "hearts and minds"
3. public opinion
 - a. Negro question
 - b. white liberal support

B. organization: creation of formal movement organization

1. new organizations
 - a. CORE, SNCC, SCLC
 - b. used leaders and members and systems of indigenous organizations
 - c. indigenous organizations being displaced
2. movement consensus
 - a. focus: place
 - i. south
 - ii. 70% of movement actions in south
 - b. focus: issues
 - i. enfranchisement
 - ii. equality
 - c. consequences
 - i. concentration of resources
 - ii. movement consensus on goals
 - d. strategy
 - i. make the injustice of system visible
 - ii. undermine functioning of system
 - iii. gain popular support
 - e. tactics

- i. non-violent direct action, civil disobedience
- ii. break unjust laws
- iii. examples: sit-ins, freedom rides, jail-ins, voter registration, marches
- iv. violent reactions from white segregationists

C. Success: federal government , external resources

- 1. federal government
 - a. neutral
 - b. civil rights laws
 - i. Civil Rights Acts of 1964 and 1968
 - ii. Voting Rights Act of 1965
- 2. white liberal organizations

D. Backlash

III. Decline 1966-1970

A. Context

- 1. urban riots
- 2. proliferation of organizations

B. Political Opportunity

- 1. backlash and polarization
 - a. riots/uprisings
 - b. white suburbs threatened
- 2. class structure threatened
- 3. parties to the right: Wallace supporters
 - a. law and order
 - b. other problems

C. decline in organizational strength/consensus

- 1. proliferation of organizations
- 2. disagreement over goals
 - a. integration
 - b. class: institutional racism and discrimination,
 - i. poverty
 - ii. unemployment
 - iii. urban squalor
 - iv. discrimination: housing, education, jobs
 - v. police violence
- 3. disagreement over tactics
 - a. non-violence
 - b. violence
- 4. change in geography

D. Cognitive liberation: reversal

E. Responses

1. decrease in support except for NAACP
2. federal government
 - a. expenditures for law and order: weapons, training, manpower
 - b. COINTELPRO 1956-1971
 - i. infiltration
 - ii. dirty tricks
 - iii. legal harassment
 - iv. extra- legal violence
 - c. Black Panthers
3. consequences
 - a. leadership decimated
 - b. membership paranoia
 - c. resources absorbed

IV. Social Movements 1960s/70s

- A. black insurgency: influence (AIM, New Left-SDS, Free Speech Movement, Anti-Vietnam, Feminism.
- B. How so?
 1. cognitive liberation
 - a. view institutions and social arrangements of American society through prism of the bi
 - i. questions of legitimacy
 - ii. hypocrisy
 - b. limited success of bi but example that change was possible
 2. tactics: disrupt the system
 - a. AVW:
 - i. disrupt the draft: draft cards to draft offices
 - ii. stop flow of troops
 - iii. mass protests and arrests
 - b. American Indian movement:
 - i. occupation of Alcatraz, BIA, Wounded Knee
 - ii. Self-defense
 - c. New Left (SDS)
 - i. elite universities
 - ii. occupy universities buildings and offices
 - iii. SDS at Columbia
 - university and Vietnam war
 - university and workers
 - university and society
 - university and Harlem

3. Direct connection
 - a. BI and AVW
 - i. SNCC
 - ii. MLK
 - b. BI and AIM
 - c. BI and FSM
 - d. Feminism, BI, SDS, VAWM