

HIST 404: Solidarities

Spring 2024

Tuesday/Friday ♦ 1:30-2:45 pm ♦ Denny ???



The British group Lesbians & Gays Support the Miners parade in solidarity with striking miners, 1985.

Professor Say Burgin
Denny Hall, room 03

burgins@dickinson.edu
717-254-8058

Office Hours:
????
& by appointment

COURSE DESCRIPTION & LEARNING OUTCOMES

Solidarity is a concept with highly presentist tones but deeply rooted histories. It resonates across today's events – in public discussions around what white people can contribute to the Movement for Black Lives, in political rhetoric supporting Ukraine, and among those who agree with the Palestinian push for boycott, divestment and sanctions with Israel. As such examples show, today “solidarity” has become such an elastic concept that practicing it can mean anything from posting a Tweet or being selective about which products one buys, to putting one's body between police and others or providing billions of dollars in weaponry. Has “solidarity” always been such an elastic concept? How did people at specific places and moments in time understand what it meant to be in solidarity with someone or something else? This capstone class tackles these questions.



Patches that read “In solidarity with the Earth Liberation Front” and feature an image of its 1998 arson at a ski resort.

We'll grapple with a range of historical case studies as we learn how to take a historical approach to the study of solidarity. While we'll examine many examples from modern US history, it will not be our only focus, and students will be able to choose a research topic from any temporal or geographic field for which a solid source base can be built. Historians working across a range of geographic and temporal fields study solidarity, but it is not yet a clearly defined subfield of history. Thus, we will all be conducting experimental work, in a way, but it will be guided by our study of the historical methods and approaches that historians bring to their own work on solidarity. Students will begin their own original research on an approved topic related to solidarity for their final paper.

By successfully completing this course, you will:

- Learn approaches to the historical study of solidarity.
- Learn how to locate sufficient primary and secondary source material for a major project.
- Develop your ability to clearly express yourself in oral and written formats.
- Hone your ability to make a well-evidenced and original argument.

In addition, this class incorporates elements of Dialogues Across Difference, such that successful completion of this class means that you will:

- Gain insight into how to effectively listen to both individuals and sources.
- See how the skills that are fundamental to effective and difficult dialoguing are also inherent to solidarity practices.
- Work to develop trusting peer relationships in ways that promote individuals' work (including your own) for the betterment of a collective field of knowledge.

Finally, because this course also involves reflection on the ethical dimensions of historical practice, you will also:

- Gain deeper insight into the ethical questions that face historians.
- Make decisions about historical research and writing based on ethical considerations.

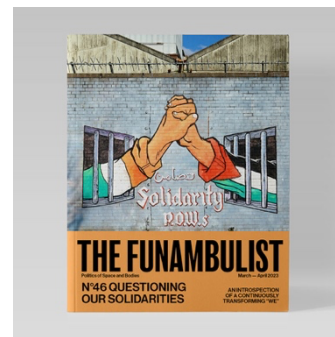
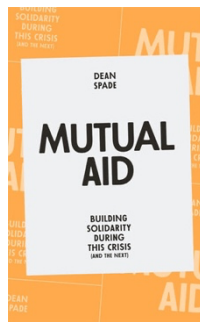
COURSE TEXTS & ASSIGNMENTS

Readings

There are no books that students are required to purchase for this class. Instead, all readings will be accessed through the library or on Moodle.

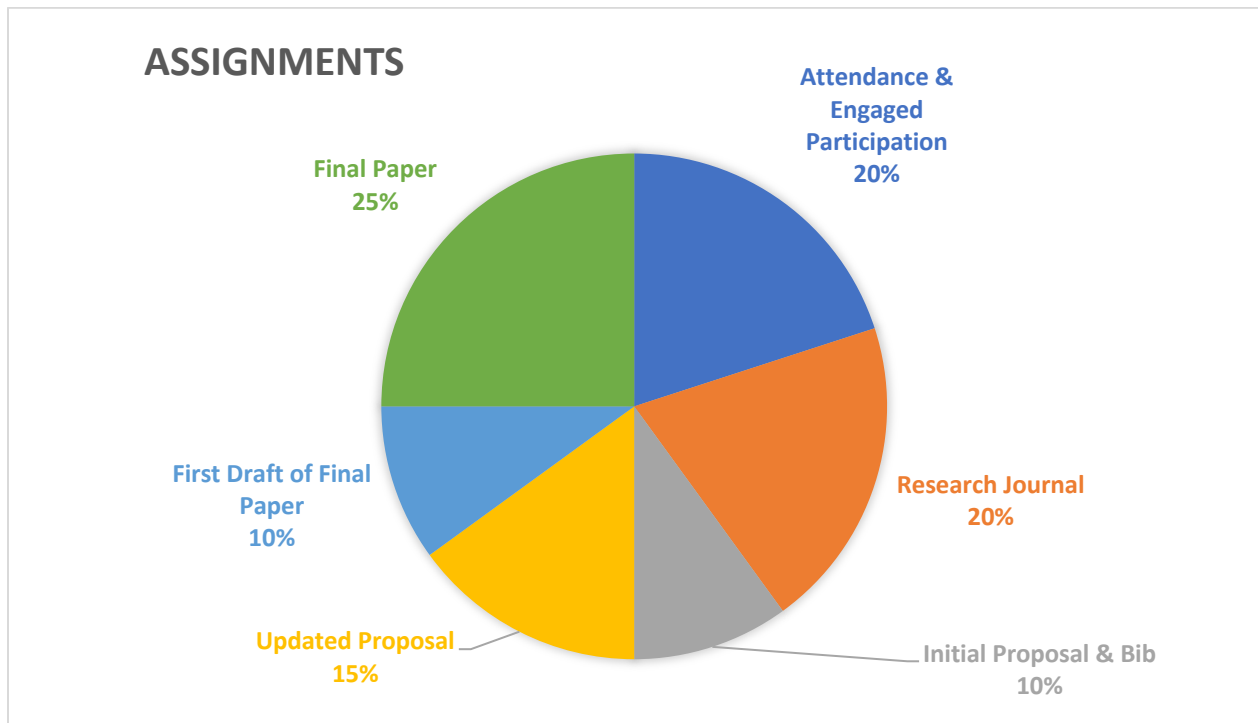
There are, however, some readings that you may wish to purchase (either digital or physical copies) because they can help you to conceptualize the study of solidarity. These include:

- Dean Spade, *Mutual Aid: Building Solidarity During This Crisis (and the Next)*, Verso books, 2020
- Jennifer Lynn Kelly, *Invited to Witness: Solidarity Tourism across Occupied Palestine*, Duke University Press, 2023
- *The Funambulist* magazine, “Questioning Our Solidarities” issue, March-April 2023, #46



A note on reading and content

A good deal of the reading for this class is fairly rough-going and intense. Many of the readings discuss different kinds of violence, including a great deal of physical and sexual assault. If you feel like a particular text is too difficult to engage with for these reasons, please do stop, and do not feel like you must complete the reading. You certainly don't have to tell me, but you should feel free to let me know if you're having a difficult time with a text. If you have a difficult time engaging with the reading more than once, then I need you to tell me (though again, you don't have to say why) so that I can find other texts for you to read and you don't fall behind.



Class Attendance & Engaged Participation (20%)

See attendance policy below.

Because student-centered discussion is vital to the success of this class, you need to not simply attend class but to also be fully engaged in discussion. Engaged participation includes discussions, comments, questions; preparation for assigned readings; and active listening.

In order to receive full attendance and participation credit for a single class, you must both attend class and participate in discussion (through comments and/or questions) **at least twice**, as well as clearly show that you're listening (e.g. not on your phone). Attending class but not contributing to discussions or raising questions will result in partial credit.

Research Journal (20%)

In order to give you space to reflect on the progress of your independent research projects, most weeks you will have to post a response to a set question. You should think about these entries as a good chance for you to keep me posted on your progress, think through issues you're having, and ask for guidance. You need to treat them as formal pieces of writing: the writing should be formal and proofread, you must be specific about the sources you're finding, and all quotes and key pieces of information must be accompanied with citations.

There will be research journal entries in total – each worth 2% of your overall grade. They will usually be due on **Mondays at 5pm**, so that Professor Burgin can review them before the week's classes.

Initial Proposal and Bibliography (10%)

Updated Proposal (15%)

First Draft of Final Paper (10%)

Final Paper (25%)

Late Work

I will accept late work with some qualifications. Submitting work late will lower your grade on an assignment by one-half letter grade for each day or portion of a day that it is late. I do not typically accept work that is submitted later than 72 hours after the original deadline. Usually, you will get a zero on an assignment submitted more than 72 hours past the original deadline.

Stuff Happens

Because sometimes stuff happens (competing deadlines, illness, family commitments, etc), everyone gets one "Stuff Happens" self-extension. This gets you a 72-hour extension on one assignment (not including the final paper). You do not need to tell me that you are using your Stuff Happens pass, or why. You just need to type "Stuff Happens" across the top of your assignment, along with the time and date that you're submitting it. Bear in mind that you must submit the assignment no later than 72 hours after the original deadline.

Grade Scale

A: 94-100%	B+: 87-89%	C+: 77-79%	D+: 67-69%	F: 59% & below
A-: 90-93%	B: 84-86%	C: 74-76%	D: 64-66%	
	B-: 80-83%	C-: 70-73%	D-: 60-63%	

COURSE & COLLEGE POLICIES



Yuri Kochiyama, 1968

Attendance & Engaged Participation

Attendance and **engaged** (not passive) participation in class are required. You are expected to attend classes and to come prepared to discuss the major themes, topics, primary and secondary sources of this class. **Engaged** participation also means that you will not use cell phones in class.

Using Zoom

This semester, most of my office hours will be held over Zoom, and there may be times when we need to hold classes on Zoom (if, for instance, we have a snow day on campus). We will use the same Zoom link for both office hours and in the event our class has to move to Zoom. This link will be at the top of our Moodle page.

I encourage everyone to be visible with your camera on to help foster a sense of community and because people tend to be more engaged and learn more when their cameras are on. There are several reasons why this might not be possible for everyone and video is not required. I am happy to talk with you about this if you have questions or concerns.

To ensure the greatest level of accessibility and to comply with the legal requirements of the ADA, the sessions will be recorded and a link to the audio recording and transcript will be posted to Moodle for you to access after class. Students may not share, send, post, publish, make public, or duplicate any recordings without the written authorization of those recorded. Failure to abide by these rules is a breach of privacy and a violation of copyright laws. It is furthermore considered a serious violation of Dickinson College Community Standards and subject to disciplinary action. Unless informed otherwise, you are to destroy any recordings shared by their professors at the end of the semester. Thank you for your compliance.

Contacting Prof. Burgin

You can contact me via email, phone or in-person. Please note my office hours, and if you would like to see me outside of those hours, email me so that we can find a time. When you email me, you should expect a response within 48 hours. Note that I will not respond to emails outside of normal working hours, which means you should not expect a response from me during the evenings, over weekends or at other times when the College is closed.

You should bear in mind that email is formal communication, so you should treat it as such. That means that you should include a salutation (for instance, "Dear Professor Burgin") and a

sign off in your email. This also means that if you email me with an attachment, you should not send it as a blank email but rather include a note about what the attachment is.

Accommodating Students with Disabilities

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical impairment – that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation that Dean and Director Marni Jones will need to determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/ADS or email access@dickinson.edu. If you've already been granted accommodations at Dickinson, please follow the guidance at www.dickinson.edu/AccessPlan for disclosing the accommodations for which you are eligible and scheduling a meeting with me as soon as possible so that we can discuss your accommodations and finalize your Access Plan.

Academic Integrity at Dickinson College

Part of the privilege of attending Dickinson College includes the responsibility of adhering to community standards and guidelines for student conduct, which include standards for academic conduct and integrity. Students are asked to show respect for ideas, both for their own and for others. In practical terms, this means that cheating and plagiarizing the work of others is prohibited and that anyone who is accused of such may be penalized with a failing grade for the assignment in question, an F for the course, suspension, expulsion, or other consequences. Dickinson also prohibits the re-use of papers for a course that were previously used for another course without permission of both professors. Similarly, students are not permitted to write one paper and turn it in for two courses taken concurrently without permission from both professors. The full policy is here: http://www.dickinson.edu/info/20273/dean_of_students/867/community_standards/2

Note on This Syllabus

The above and below schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

ACCESSING SUPPORT

Moving to remote instruction means it's more important than ever that you utilize all of the College's learning support services. Below is a list of those services, and you are encouraged to use all of them to the fullest extent as and when you need support. Please don't hesitate to ask Prof. Burgin or your adviser about any of them.

Dickinson College Library and Archives

The College's librarians and archivists are available to support you virtually for your research-based assignments. Our liaison is Malinda Triller-Doran, who will be leading our virtual library session on finding secondary sources. Students can reach out to Malinda for help anytime with researching primary and secondary sources, citation issues, and other research help. Her email address is trillerm@dickinson.edu.



Other important library resources:

- Use the Ask a Librarian page (<https://dickinson.libanswers.com>) to contact a librarian for research, academic integrity, and citation assistance.
- How to access library material from off campus: <https://libguides.dickinson.edu/covid19/onlineaccess>.

The Norman M. Eberly Multilingual Writing Center (MWC)

The MWC consists of both English and foreign language writing tutoring services. The English writing tutors work with native and nonnative speakers of English, and the foreign language writing tutors work with writers of Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish. Writers of all levels and abilities need feedback in order to develop their ideas and grow as writers. Dickinson's trained peer writing tutors can help you generate ideas, begin drafting, revise a rough draft, figure out your professor's preferred documentation style, understand and respond to professor feedback, edit your writing – among other things.



This semester all sessions will take place online. To schedule an appointment online, use the online scheduler: <https://dickinson.mywconline.com/>

All meetings will take place on Zoom. Prior to your appointment, tutors will send you a Zoom link. Please show up promptly as there will be a ten-minute grace period after which the tutor is no longer available.

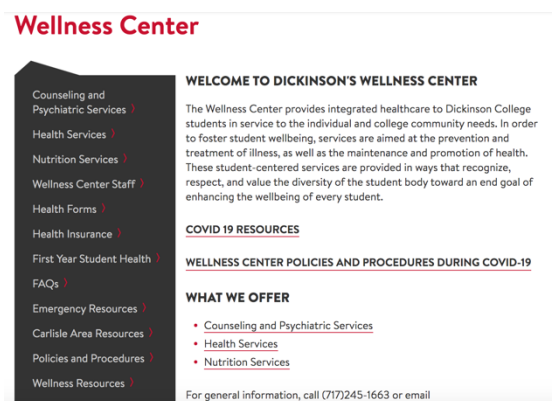
Strategies, Organization, & Achievement Resources (SOAR)

SOAR is a learning support office aimed at helping students with time management, study skills, note-taking, test-taking, memory strategies, and academic success more broadly. It runs Academic Success Workshops at 12:15 on the first and third Thursdays of each month. For a complete schedule, check out the [Workshops Flyer](#) and pick the session that's right for you. Students can also get in touch with them for one-on-one support and worksheets to help with time management.

Wellness Center

The Wellness Center provides integrated healthcare to Dickinson College students in service to the individual and college community needs. In order to foster student wellbeing, services are aimed at the prevention and treatment of illness, as well as the maintenance and promotion of health. These student-centered services are provided in ways that recognize, respect, and value the diversity of the student body toward an end goal of enhancing the wellbeing of every student. The Wellness Center offers Counseling and Psychiatric Services, Health Services, and Nutrition Services.

Check out the Wellness Center's website (pictured right) for more resources and information.



Wellness Center

Counseling and Psychiatric Services)
Health Services)
Nutrition Services)
Wellness Center Staff)
Health Forms)
Health Insurance)
First-Year Student Health)
FAQs)
Emergency Resources)
Carlisle Area Resources)
Policies and Procedures)
Wellness Resources)

WELCOME TO DICKINSON'S WELLNESS CENTER

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COVID 19 RESOURCES

WELLNESS CENTER POLICIES AND PROCEDURES DURING COVID-19

WHAT WE OFFER

- [Counseling and Psychiatric Services](#)
- [Health Services](#)
- [Nutrition Services](#)

For general information, call (717)245-1663 or email

SCHEDULE OF TOPICS & READING

TUESDAY	FRIDAY	ASSIGNMENT
Week 1: Introductions & Defining solidarity		
<p><i>January 23rd</i></p> <p>Introductions to each other and this class. Review syllabus. Begin to write our Community Agreement.</p>	<p><i>January 26th</i></p> <p>Finalize our Community Agreement.</p> <p>Reading Dean Spade, "Solidarity Not Charity" Others TBD from here:</p> <ul style="list-style-type: none"> - Maybe something from this? - Something from this? - Rebecca Todd Peters, <i>Solidarity Ethics</i>, ch. 2 	
Week 2: Approaches to solidarities & Listening		
<p><i>January 30th</i></p> <p>Reading <i>Potential History: Unlearning Imperialism</i>, Introduction and other excerpt</p> <p>David Roediger, "Making Solidarity Uneasy: Cautions on a Keyword from Black Lives Matter to the Past," <i>American Quarterly</i> 68(2) (June 2016), pp. 223-248</p>	<p><i>February 2nd</i></p> <p>RSD on listening / poor listening / curiosity and listening</p> <p>Reading Audre Lorde, "Use of Anger" Adale Sholock, "Methodology of the Privileged: White Anti-racist Feminism, Systematic Ignorance, and Epistemic Uncertainty," <i>Hypatia</i> (Fall 2012)27(4), pp. 701-714 Kate Murphy, <i>You're Not Listening</i>, chs. 3-4 Questions of understanding vs. persuasion</p>	<p>Two Journal Entries One entry on what you're curious about and how that might feed into two potential topics</p> <p>One entry on listening and sources</p>
Week 3: Transnational solidarities & Locating sources		
<p><i>February 6th</i></p> <p>Reading Sara Salem, "On Transnational Feminist Solidarity: The Case of Angela Davis in Egypt," <i>Signs</i> (Winter 2018) 43(2), pp. 245-267</p> <p>Nicholas Grant, "Crossing the Black Atlantic: The Global Antiapartheid Movement and the Racial Politics of the Cold War," <i>Radical History Review</i> (2014), pp. 72-93</p>	<p><i>February 9th</i></p> <p>Session with Malinda Triller-Doran on primary source database search</p> <p>Reading Malinda T-D will probably provide short readings or videos. Students should also have found two secondary sources related to your topic.</p>	<p>Journal topic TBD</p>

Week 4: Solidarity against the state & Conceptualizing solidarity		
<p>February 13th</p> <p>Reading Kelliher, "Solidarity and Sexuality: Lesbians and Gays Support the Miners 1984–5," <i>History Workshop Journal</i> Maybe something from LGSM book too?</p>	<p>February 16th</p> <p>RSD on solidarities & risk-taking</p> <p>Reading Bernice Johnson Reagan, "Coalitional Politics" Rebecca Todd Peters, <i>Solidarity Ethics</i>, ch. 2</p>	<p>Initial proposal, 2 pages, topic and rationale, and 1-2 page bibliography</p>
Week 5: The ethics of history research and writing		
<p>February 20th</p> <p>Preparation Watch the movie <i>Pride</i></p> <p>Read TBD: Some reflections from LGSM participants on <i>Pride</i></p>	<p>February 23^d</p> <p>Normative case study: Komozi Woodard</p> <p>Reading TBD</p>	<p>Journal entry: reflect on your own research practices so far. What questions have you left unanswered? What individuals, groups or experiences have you not inquired into?</p>
Week 6: Solidarity with non-humans		
<p>February 27th</p> <p>Reading <i>Burning Rage of a Dying Planet</i> (excerpt) Taylor, <i>Ecological Resistance Movements</i>, excerpts Daniel Nelson, <i>Nature's Burdens</i>, chapter 3 Keith Woodhouse, <i>The Ecocentrists</i>, excerpt</p>	<p>March 1st</p> <p>In-class research and writing time.</p>	<p>Journal entry TBD</p>
Week 7: Peer Review		
<p>March 5th</p> <p>In class peer review. Everyone must bring a draft of their proposal.</p>	<p>March 8th</p> <p>TBD.</p>	<p>Updated Proposal due</p>
Week 8: Spring Break		
<p>March 9th – 17th</p>		

Week 9: One on one meetings with PB

March 19th & 22nd
Work on research project
Journal TBD

Week 10: Solidarities across race & Discussion of issues with primary sources

<p>March 26th</p> <p>Reading Jeb Middlebrook, "Organizing a Rainbow Coalition of Revolutionary Solidarity," <i>Journal of African American Studies</i> (November 2019), pp. 405-434</p> <p>Diane Fujino, "Grassroots Leadership and Afro-Asian Solidarities: Yuri Kochiyama's Humanizing Radicalism" in <i>Want to Start a Revolution</i></p>	<p>March 29th</p> <p>Students to bring one or two primary sources that they are struggling to understand, interpret, etc.</p>	<p>Journal entry in which you explain to Yuri Kochiyama how the solidarity you are studying compares to the kind of solidarity that she practiced</p>
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Week 11: Worker solidarity & Structing a long research paper

<p>April 2nd</p> <p>Reading TBD</p>	<p>April 5th</p> <p>Reading TBD</p>	<p>Journal 1-2 paragraphs from research paper</p>
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Week 12: One on one meetings

April 9th & 12th
Journal 2-3 page "chunk" of paper to be discussed in one-on-one meeting

Week 13: Research Presentations

April 16th & 19th

Week 14: Peer Review

<p>April 23rd</p> <p>Incorporating feedback and creating a revision plan</p>	<p>April 26th</p> <p>In-class peer review of first draft of final paper</p>	<p>Journal: Reflection on peer feedback from your presentation</p>
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Week 15: Research Paper & Conclusions		
<i>April 30th</i> Reading TBD something on re-writing	<i>May 3^d</i> Reading TBD short pieces on solidarity today	
Final Paper Due		
Due ???		