HIST 404C/604C: SOCIAL MOVEMENTS IN THE UNITED STATES

Fall 2016
Th 1:00–3:45 pm
WRB 4050

Note: Supplemental information regarding course requirements is posted on the course WebCampus site. Students should read the material on WebCampus as well as this syllabus in the first week of class and check the site at least once a week for new information and announcements that will be added during the semester.

Instructor Information

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Office location: MSS 104
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Course Description and Core Objectives

This course examines the ways various groups from across the political spectrum of the United States formed mass movements for social change that attempted to persuade other Americans to accept their ethical principles and notions of justice. From the revolution that founded the nation, through the reforms achieved by progressives and liberals in the twentieth century, to conservative reactions against those reforms, Americans have debated the meaning of national ideals such as liberty, equality, and democracy and struggled to find the best means of ensuring a fair distribution of national resources. By studying the ideologies, methods, and achievements of diverse movements for social change, students will gain a sense of the contested nature of national values, contemplate their own ethical beliefs, and develop awareness of the power of ordinary citizens to influence the society and the world in which they live. Through the assigned readings, essays, class discussions, group activities, and research projects, students will also practice critical thinking and communication skills that can be applied in other academic and professional contexts. In their research and written work, students will adhere to ethical principles that govern scholarly inquiry, including the accurate representation of evidence, proper citation of sources, and respectful interactions with colleagues.

This course satisfies Core Objectives 12 and 13 of the Silver Core Curriculum:

**CO12. Ethics:** Students will demonstrate understanding of ethical principles in general or in application of specialized knowledge, results of research, creative expression, or design processes. Students will demonstrate an ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts.
CO13. Integration and Synthesis: Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues.

In addition, HIST 404C/604C helps students to hone the skills described in Core Objectives 1 and 3. These objectives are reinforced throughout the curriculum in other courses students take to fulfill core and major requirements:

CO1. Effective Composition and Communication: Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

CO3. Critical Analysis and Use of Information: Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

By examining topics such as the labor movement’s responses to industrialization and corporatization; the struggles of African Americans for freedom and equality; and the global justice movement, this course also integrates Core Objective 9 (Science, Technology and Society), Core Objective 10 (Diversity and Equity), and Core Objective 11 (Global Contexts), building on the knowledge students gained in previous courses taken to satisfy those objectives.

Skills-Based Curriculum

The history program at UNR helps students to develop proficiency in broadly applicable skills while mastering specific subject areas. In addition to learning about the major social movements that have shaped United States history, students will have opportunities to practice and improve the following skills in this course:

• critical thinking (through reading and analyzing written documents and cultural sources, formulating arguments supported by historical evidence, and organizing information in a clear and logical manner)
• historical research (through finding information about historical topics in short assignments and a research project)
• written communication (through writing short assignments, a research presentation, and an integrative essay)
• primary source analysis (through reading and identifying the key points, meaning, and significance of arguments and ideas presented historical documents and cultural artifacts created during the time periods we are studying)
• secondary source analysis (through reading and identifying the key points, meaning, and significance of arguments and ideas presented in books and articles written by scholars about the time period we are studying)
• cultural text analysis (through thinking about the significance of cultural texts such as news reports, magazine articles, music, and films and placing them in historical context)
• oral expression (through small group and whole class discussions and student presentations)
• using the internet (through research assignments and guidance on how to evaluate internet sources)
Student Learning Outcomes (SLOs) and Correlation to Core Objectives (COs)

Students successfully completing this course will be able to:

1. explain the ethical principles, belief systems, and social contexts that motivated different groups of Americans, at particular points in the nation’s history, to organize collectively and advocate social change (CO3, CO9, CO10, CO11, CO12, CO13)
2. analyze and synthesize primary, secondary, and cultural sources (CO3, CO13)
3. find and use historical scholarship and sources to answer a research question (CO3, CO13)
4. present ideas in a clear and persuasive manner both orally and in writing (CO1, CO3, CO12, CO13)
5. use relevant scholarship and historical evidence to articulate a theory of why and how social movements emerge, succeed, or fail (CO3, CO9, CO10, CO11, CO12, CO13)

You may notice that the abbreviation SLO followed by a series of numbers appears on some course materials. This simply means that the lecture, discussion, assignment, or other activity offers opportunities for students to practice skills related to the learning outcomes listed above (e.g., “SLO 1, 4” means the activity builds your knowledge of how social movements emerge (SLO 1) and requires you to present ideas orally or in writing (SLO 4)).

Required Reading

Books to be purchased
Naomi Klein, Fences and Windows: Dispatches from the Front Lines of the Globalization Debate (New York: Picador USA, 2002)

Selected articles and chapters from other books (on course WebCampus site)


**Films**

*On the Waterfront*, directed by Elia Kazan (1954) (108 minutes)

*Roger and Me*, directed by Michael Moore (1989) (91 minutes)

We will discuss these films in class in Weeks 7 and 8. Both films are on reserve in the Multimedia Center on Floor 1 of the Mathewson-IGT Knowledge Center and can be checked out and viewed in the library any time it is open. Students may also obtain copies of the movies from local video stores or through services such as Netflix. Please plan ahead to schedule your movie viewing—if you leave it until the night before class to try to obtain the films, they might not be available. You need to watch *On the Waterfront* before October 9 and *Roger and Me* before October 16.

**Assessment for HIST 404C (Undergraduate Students)**

Students will receive grades according to how well they complete the following tasks:

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation in discussions and other class activities</td>
<td>20 percent</td>
</tr>
<tr>
<td>Quizzes (top four scores): Weeks 2, 5, 7, 9, 11</td>
<td>20 percent</td>
</tr>
<tr>
<td>Assignments (top four scores): Weeks 3, 6, 8, 10, 12</td>
<td>20 percent</td>
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<tr>
<td>Students’ choice contribution</td>
<td>20 percent</td>
</tr>
<tr>
<td>Integrative essay (10–15 pages, due Thursday, December 11)</td>
<td>20 percent</td>
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**Class participation (SLOs 1, 2, 4, 5)**

This course will be taught in a lecture/discussion format. Short lectures will provide historical background and explain key concepts, but much of your learning will occur through discussion of the assigned readings and other class activities. Therefore, regular attendance and participation are essential. If you are not present, you cannot participate, so excessive absences will lower your final grade. It is also very important that you complete the readings before the days they are assigned. Students who have not done the reading will find it hard to fulfill the class participation requirement, and this makes up a significant part of your grade.

You will not acquire the knowledge and skills you need to pass this course through passive reading or listening. Instead, you will need to take an active role in the learning process. This means working through the assigned texts carefully and critically, analyzing the information and not just summarizing it, and coming to class prepared to share your own thoughts and interpretations of the material. See “Participating in Discussions” in the Course Mentor folder on WebCampus for more information about how to do well in class participation.

**Quizzes and assignments (SLOs 1, 2, 3, 4, 5)**

The quizzes and assignments are designed to encourage you to keep up with the reading and help you to prepare for class discussions and activities each week. In addition, the research and writing exercises required by the assignments provide opportunities to practice skills related to studying the history of
American social movements. Developing these skills through short assignments will help you to do well on the longer research and writing assignments required later in the course.

Guidelines and questions to consider as you work through the readings will be posted on WebCampus before the start of each week. You should familiarize yourself with these before you begin the reading assignments. You should also download or print out the assignment sheet in the weeks when these are due so that you know what to focus on as you are reading.

Although the quizzes and assignments will not be cumulative (i.e., they will only include material covered during the week when the quiz is given or the assignment is due), you may sometimes be asked to think back to things we looked at earlier in the semester and draw comparisons or make other connections to the current week’s material. This is another reason why regular attendance and paying close attention to lectures and discussions are essential.

**Students’ choice contribution (SLOs 1, 2, 3, 4, 5)**

Students will work out the details of this assignment themselves, in the participatory democracy segment scheduled for Week 4. Everyone will undertake some type of research project and present the results of their research in Week 13 or Week 15, in a format decided upon collectively by the class. My goal is to allow students to become the teachers for this segment of the course and to put into practice a concept of democratic education and political participation that is one of the topics we will study this semester. More details on how to prepare for this segment are posted on the course WebCampus site. Please read the instructions carefully before Week 4 to ensure you are fully prepared for the participatory democracy meeting.

**Integrative essay (SLOs 1, 2, 4, 5)**

This is an opportunity for students to reflect upon what they learned during the semester and to demonstrate their new knowledge and skills. Students will analyze and synthesize the ideas and information presented in lectures, readings, assignments, discussions, student presentations, and their own research throughout the semester to answer one of the following questions:

1. Can ordinary people change the world? Discuss with reference to at least two social movements we have studied this semester, explaining how each movement defined social justice and the factors that contributed to their success or failure.

2. Choose something about American society that you want to change. Using models and historical examples from at least two social movements we have studied this semester, explain why you think the reforms you advocate will lead to a more just society and how you might go about rallying others to your cause and achieving your goals.

3. Which aspects of American society (e.g., political structures, laws, the economic system, cultural values, civic institutions) facilitate the rise of mass movements for social change, and which aspects present obstacles to such movements? Discuss with reference to at least two social movements we have studied this semester, explaining the ethical reasoning behind their proposed reforms and the challenges they faced in achieving their goals.

There are a couple of different ways you can approach this essay, and how you go about it is up to you. One method might be to work on it throughout the semester, writing a brief paragraph at the end of each week that highlights the key themes you drew from the readings, lectures, and class activities. Alternatively, you could wait until the end of the semester and look at the “big picture” in light of everything you have learned. Either way, the essay must be a well organized, well written paper that demonstrates your understanding of the course material and your ability to interpret, analyze, and use
historical evidence to support an argument. Be sure to review “Grading Criteria for the Integrative Essay” on WebCampus (in the Students’ Choice and Integrative Essay folder) and adhere to the guidelines set out in the document. You should also read “Advice for Writing Assignments and Essays” in the Course Mentor folder before beginning work on the essay.

Assessment for HIST 604C (Graduate Students)

| Participation in discussions and other class activities | 30 percent |
| Teaching segment                                      | 20 percent |
| Historiographical or research essay (25–30 pages)      | 50 percent |

Graduate students will meet with the instructor in the first week of class to discuss ideas and options for their essays and how they might contribute to class activities and discussions. We will also have additional meetings throughout the semester to check students’ progress on their projects. Students will also prepare a mini-lecture, discussion, or other teaching activity on a topic of their choice in consultation with the instructor.

Grading Criteria

Grading criteria for written work are set out below. Students should also read and follow the guidelines set out in “Advice for Writing Assignments and Essays” and “Common Problems in Student Essays” in the Course Mentor folder on WebCampus to ensure they meet the highest standard possible in their written work.

F (less than 60%)
F is for work that is not acceptable. It demonstrates that the student has no idea what the course material is about, suggesting a lack of interest or effort and possibly some absences from class. Students who do the reading and come to class regularly rarely receive an F. If you think you have been trying hard and you get an F on an assignment, I encourage you to come to me for help.

D– (60–62%), D (63–66%), D+ (67–69%)
D is given for work that is inadequate. It omits important points, contains more than a few inaccuracies, and is badly organized. It suggests that the student has not been paying much attention to the course or is having problems understanding the material. As in the case of an F grade, if you think you have been trying hard and receive a D grade for a writing assignment, come and see me for help. I will do everything I can to assist students who want to work to improve their grades.

C– (70–72%), C (73–76%), C+ (77–79%)
C is given for work that is average. The student shows familiarity with the material and is mostly accurate, but the paper lacks detail or effective organization. The C essay might make general points but fail to support them with specific evidence, or it might be merely a collection of facts, with no coherent theme or thesis. You can pass the course with this kind of work, but you should aim higher.

B– (80–82%), B (83–86%), B+ (87–89%)
B denotes work that is above average in quality. It demonstrates that the student knows and understands the material covered in class, and that s/he is capable of synthesizing it into a competent essay. It is accurate, detailed, and well organized, with an introduction, a thesis, and a conclusion.
A– (90–94%), A (95–100%)

A is for work of exceptional quality. This grade is for essays that present a clear thesis supported by persuasive evidence and analysis, logically organized, and free from typing or grammatical errors. The A essay does more than just competently summarize material from the readings or lectures. It shows the student has thought things through on a deeper level and offers his or her own perspective on the topics under consideration.

Deadlines and Policies Regarding Missed Work

Assignments and essays are due in class on the dates indicated in the Weekly Schedule below. Late papers will be penalized (3 points deducted from your grade for the late assignment) unless you have contacted me before or on the due date to arrange an extension. There are ways to make up for points lost for late work or absences and to earn extra credit points to improve your grade—see “Policies Regarding Missed Work” in the Course Mentor folder on WebCampus for more information.

Academic Dishonesty

I expect all students to do their own work in this course unless I have specifically assigned a group activity or project. Copying someone else's work, or allowing your own work to be copied, is dishonest and unfair to other students who are striving to complete assignments and essays on their own.

The university’s Academic Standards policy states:

Academic dishonesty is against university as well as the system community standards. Academic dishonesty includes, but is not limited to, the following:

Plagiarism: defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one’s work to be used in this fashion.

Cheating: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official. . . .

Sanctions for violations of university academic standards may include the following:

(1) filing a final grade of “F”; (2) reducing the student’s final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

Copying someone else’s entire paper or article is a clear example of academic dishonesty, but note that plagiarism can take other, less obvious forms as well. “Language, ideas, thoughts or work of another” includes any material used in your assignments and essays that was written or produced by others. Using brief phrases or sentences from books, articles, internet sites, documents, or other sources without letting your reader know where they came from is a form of plagiarism. You must properly
acknowledge your use of other people’s words by placing them in quotation marks and citing all sources used in your paper. Even if you paraphrase someone else’s ideas and do not quote them directly, you must still indicate where those ideas came from. Citations should also be given for little-known facts and statistics.

Any student found violating academic standards in this course will receive a zero for the assignment in question. A second offense will result in an F in the course. In addition, all cases of academic dishonesty are reported to the Office of Student Conduct and become part of the student’s academic record. Potential employers as well as the directors of graduate and professional programs to which students may apply can request copies of these records, in which case the academic dishonesty charge will be disclosed.

Academic Success Services

Your student fees cover use of the Tutoring Center, the University Writing Center, and the Math Center. Students are encouraged to take advantage of these services as needed.
Tutoring Center: ph. 784-6801 or visit www.unr.edu/tutoring
University Writing Center: ph. 784-6030 or visit www.unr.edu/writing_center
Math Center: ph. 784-4433 or visit www.unr.edu/mathcenter

Students with Disabilities

The History Department is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. If you have a documented disability and will be requiring assistance, please contact me or the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

Audio and Video Recording

Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Submissions to The Montag

The Montag is a student-edited undergraduate research journal that publishes essays, art, creative writing, and other work by students taking courses in the College of Liberal Arts. If you receive a grade of A for an essay written in this class, I encourage you to consider submitting it for publication in The Montag. The maximum page limit for submissions is 20 pages, and there is no minimum. To submit a piece of work, e-mail it along with your name and contact information to themontag@unr.edu.
Weekly Reading Schedule

Theories and themes

Week 1 (August 28): Introduction
SLOs: 1, 4

Week 2 (September 4): The American Revolution and its legacies
SLOs: 1, 2, 4
Read: Young, Beyond the American Revolution, 3–119
      Mattson, Creating a Democratic Public, 1–47
Week 2 quiz

Week 3 (September 11): How do social movements happen?
SLOs: 1, 2, 3, 4, 5
Read: Piven and Cloward, Poor People’s Movements, 1–40
      Young, Beyond the American Revolution, 185–217
Week 3 assignment due

Week 4 (September 18): An exercise in participatory democracy: Planning for Weeks 13 & 15
SLOs: 2, 4
Read: Mattson, Creating a Democratic Public, 48–86
      Instructions for Students’ Choice Segment on WebCampus (in the Students’ Choice and Integrative Essay folder)

Struggle across generations: The black freedom movement in America

Week 5 (September 25): Resisting racism from slavery through the civil rights movement
SLOs: 1, 2, 4, 5
Read: Young, Beyond the American Revolution, 149–184
      Morris, Origins of the Civil Rights Movement, 275–290
Week 5 quiz

Week 6 (October 2): Methods and results of the freedom struggle
SLOs: 1, 2, 3, 4, 5
Read: Payne, I’ve Got the Light of Freedom, 67–102
      Robnett, “African American Women in the Civil Rights Movement,” 65–95
Week 6 assignment due

Framing the debate: Corporatization and its challengers

Week 7 (October 9): A social movement in disguise?
SLOs: 1, 2, 4, 5
Read: Young, Beyond the American Revolution, 123–148, 221–245
      Zunz, Making America Corporate, 1–10, 37–66
Week 7 quiz
Week 8 (October 16): Contesting the meaning of liberty
SLOs: 1, 2, 3, 4, 5
    Maggard, “‘We’re Fighting Millionaires,’” 289–306
    Mattson, *Creating a Democratic Public*, 105–127
View: *Roger and Me*
    **Week 8 assignment due**

**Defending tradition: Conservative social movements**

Week 9 (October 23): Conservative reactions to modernity
SLOs: 1, 2, 4, 5
Read: Blee, *Women of the Klan*, 101–122
    Wrigley, “From Housewives to Activists,” 251–288
    **Week 9 quiz**

Week 10 (October 30): Culture wars and family values
SLOs: 1, 2, 3, 4, 5
Read: Kazin, *The Populist Persuasion*, 221–266
    Schneider, “Yelling Just As Loudly,” 232–247
    **Week 10 assignment due**

**Connecting the past and present: Debates over globalization**

Week 11 (November 6): Global capitalism after World War II
SLOs: 1, 2, 4, 5
Read: Klein, *Fences and Windows*, xiii–xxvii, 1–118
    **Week 11 quiz**

Week 12 (November 13): Imagining alternatives
SLOs: 1, 2, 3, 4, 5
Read: Klein, *Fences and Windows*, 119–246
    Young, *Beyond the American Revolution*, 246–282
    **Week 12 assignment due**

**Sharing our knowledge and expertise: Student research projects**

Week 13 (November 20): Students’ choice
SLOs: 1, 2, 3, 4

Week 14 (November 27): Thanksgiving holiday—No class

Week 15 (December 4): Students’ choice
SLOs: 1, 2, 3, 4
Conclusions

Week 16 (December 11): What did we learn?
SLOs: 1, 2, 3, 4, 5
Note: Class meets this week from 12:30–2:30 pm (final class meeting schedule)
Read: Mattson, Creating a Democratic Public, 129–135
      Young, Beyond the American Revolution, 317–364
      Integrative essay due (undergraduates)
      Research or historiographical essay due (graduates)