

SYLLABUS

SOCIAL MOVEMENTS IN MODERN UNITED STATES HISTORY

AMH-3310

GENERAL INFORMATION

PROFESSOR INFORMATION



**Instructor:** Richard Rodriguez  
**Office:** History MM Campus, DM 397  
**Office Hours:** Tu 5:30 pm - 6:30 pm  
**Office Phone:** (407) 603-1938  
**E-mail:** rrodri@fiu.edu

COURSE DESCRIPTION AND PURPOSE

In this hybrid course, students will examine various organizations and social movements that attempted to bridge the distance between “protest” and “politics.” During the course of the semester students will explore The Civil Rights Movement, the Student and New Left Movement, Black Nationalism and Ethnic Consciousness, the concept of “Black Power,” and the Latino movements, the Women’s Liberation Movement, the Anti-Vietnam movement, the Counterculture, the Conservative Impulse, 1968, the Gay Liberation Movement, the Environmental Movement and various other movements. This is a Discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement.

COURSE OBJECTIVES

By the end of this course, students will be able to:

- identify an author’s thesis, as well as the author’s use of sources to support his/her argument.
- evaluate various movement strategies of resistance including nonviolent resistance, mass mobilization, political art, culture and music, the use of media, propaganda, and self-defense.
- investigate the ways in which activists attempted to secure tangible rewards for their efforts in the form of policies, jobs, education, legislation, or governmental protection for civil rights.
- evaluate the ways that science is disseminated via popular media and perpetuate societal ideas about racial and gendered differences.

MAJOR AND CURRICULUM OBJECTIVES TARGETED

**Goal A. Global Perspectives.**

Students will identify and describe the development of anti-imperialist social movements from multiple perspectives

**Goal II. Global Awareness:**

**Outcome 2:** Students will compare and contrast national and transnational social movement and in doing so, will be able to discuss world conditions associated with local, global, international trends and systems as they relate to the generation of ideas about race relations and socioeconomic disparities.

**Goal III. Global Engagement**

## Do Not Copy Without Explicit Permission of Instructor

Students will engage in problem solving activities in which they examine the responsibilities communities of people share in questioning ideas about governance and socioeconomic inequities, as well as the part they play as individuals.

### TEACHING METHODOLOGY

The best classes often are those in which students express a diversity of ideas, thoughts, and opinions to contribute to the class's collective knowledge. The classroom is a space in which students should feel free to challenge each other intellectually, yet respectfully. Students should not feel compelled to blindly follow the instructor's or the presenter's analysis during the course of classroom discussions. However, participants will be expected continually to support their arguments and opinions with references to texts.

Read the texts critically. I encourage students to come to class prepared with notes articulating both negative and positive reactions to the texts. Underline, highlight, and note the page numbers in places where you were particularly struck by the merit of an author's argument or lack thereof. Students should be able to determine the main idea and stated purpose of each article and/or book and its historical context and significance. Students should be prepared to discuss the ways in which authors use language, rhetoric, and tone, to articulate their ideas. Be prepared to analyze the ways in which the authors are persuasive as well as the ways in which the arguments falter. Other questions for consideration include: Who is the author's intended audience? In what ways does the author support his/her thesis? Are the author's assumptions valid or problematic? In what way can the author's thesis be challenged? How does the author's work challenge or support others' you have read in the course?

Warning: Due to the nature of the course's focus on social movements this course relies heavily on visual documentaries, film, scholarly texts and primary source material that feature depictions of or descriptions of physical violence, rape and sexual assaults, military and violent confrontations, and offensive language.

### IMPORTANT INFORMATION

#### POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

#### TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to a hybrid course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following tools:

1. Turnitin.com ([Privacy Policy](#))
2. YouTube ([Privacy Policy](#))

Please visit our [Technical Requirements](#) webpage for additional information.

#### ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

#### ACADEMIC HONESTY AND PLAGIARISM

## Do Not Copy Without Explicit Permission of Instructor

In order to make the most out of this course, you are expected to present your own best effort. Any attempt at plagiarism will result in a failing grade for the, for the entire course.

To avoid plagiarism, be sure to acknowledge the source, using the conventions of an appropriate academic documentation style (such as MLA and Kate Turabian). Also view FIU's policy below:

### Plagiarism

This Policy views plagiarism as one form of academic misconduct, and adopts the definition of the university's Code of Academic Integrity, according to which plagiarism is

*the deliberate use and appropriation of another's works without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for the ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.*

- Examples of plagiarism include, but are not limited to:
  - Term papers acquired online or from other sources;
  - Copying of original material without attribution;
  - Use of other students' work;
  - Copying and pasting, verbatim, information from Internet sources, without quotation marks and correct citation.

For more information on plagiarism view [Plagiarism: What It is and How to Recognize and Avoid It](#)

### COURSE PREREQUISITES

There are no prerequisites for this course.

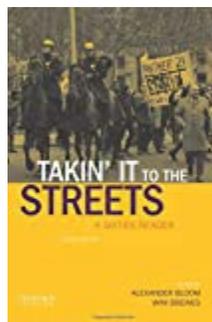
### EXPECTATIONS OF THIS COURSE

This is a hybrid course, which means part of the course will be in person and part will be online. Class attendance is mandatory. Due to the truncated nature of the course, class time will be at a premium. Though students will turn in written assignments online, there will be discussions and presentations in class based on the class readings, so class attendance to the 6 classes is vital. Expectations for performance in the online portion of the course is also important and required to successfully complete the course.

### Students are expected to:

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar

### TEXTBOOK



### "Takin' it to the streets": A Sixties Reader (REQUIRED)

Alexander Bloom  
Oxford University Press, 4th Edition, 2015

ISBN-10: 0190250704

ISBN-13: 9780190250706

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

## COURSE DETAIL

### COURSE COMMUNICATION

Communication in this course will take place in class and via **Email**.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course including the instructor and other students. Emails are sent to the students' FIU email on record. The Email tool is located on the left side Course Menu (Blackboard user interface).

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

### ASSIGNMENTS

**You will be asked to submit three essays throughout the semester.** The papers will be in response to an essay prompt based on the assigned readings in which you will use the readings **and other sources**. They must be submitted by Sunday 11:59 p.m. (midnight) on the week assigned. Due to the quick pace and truncated nature of the course, **late assignments will not be accepted**.

Each paper also must have a clearly defined thesis statement that appears in the first paragraph of the paper. A thesis statement succinctly provides the reader with the argument and the subject of the paper. The paper also must include primary source material. **For more guidance on how to write a thesis statement view :** [How To Write a Thesis Statement](#)

**Please Note:** For the purposes of writing papers, the use of Wikipedia, [answers.com](#), and other similar non-scholarly websites is prohibited. You may refer to scholarly books and articles secured via the online databases JSTOR and Project Muse.

### GRADING

Course Requirements				Weight	
Class Readings, Attendance & Discussions (You must read the assignments, attend class, participate in class discussions and class presentations, and post comments online)				40%	
Essays 1, 2 & 3				55%	
Course Evaluation				5%	
<b>Total</b>				<b>100%</b>	
<b>PLEASE NOTE: LATE ASSIGNMENTS WILL BE NOT BE ACCEPTED</b>					
Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	Above 93	B	84 – 86	C	70 – 76
A-	91 – 92	B-	81 – 83	D	60 – 69
B+	87 – 90	C+	77 – 80	F	< 60

## COURSE CALENDAR

## WEEKLY SCHEDULE

Date	Task	Due Date	Submit To
<b>Week 1: Tuesday, June 21</b>			
<i>Introduction to Course:</i>			
Class	<ul style="list-style-type: none"> <li>No Readings for first class on June 21<sup>st</sup></li> <li>Introduction to the course</li> <li>Review Syllabus</li> <li>Review Required Reading Analysis Format</li> <li>Review Required Essay Format</li> </ul>		
<b>Week 2: Tuesday, June 28</b>			
Reading for Online & Class Discussion by 6/28	<ul style="list-style-type: none"> <li>The Civil Rights Movement and the Student Movement</li> <li>Bloom and Breines, <i>Takin it to the Streets</i>, Introduction and Chapters 1 &amp; 2</li> </ul>	Tuesday, June 28	
Assignment	<ul style="list-style-type: none"> <li>Post in <b>Discussion 1</b></li> </ul>	Tuesday, June 28	Canvas
Assignment	<ul style="list-style-type: none"> <li>Turn in <b>Essay #1</b></li> </ul>	Sunday, July 3	Canvas
<b>Week 3: Tuesday, July 5</b>			
Readings for Online & Class Discussion by 7/5	<ul style="list-style-type: none"> <li>Black Nationalism &amp; Women</li> <li>Bloom and Breines, <i>Takin it to the Streets</i>, Chapters 3 &amp; 4</li> </ul>	Tuesday, July 5	
Assignment	<ul style="list-style-type: none"> <li>Post in <b>Discussion 2</b></li> </ul>	Tuesday, July 5	Canvas
<b>Week 4: Tuesday, July 12</b>			
Readings for Online & Class Discussion by 7/12	<ul style="list-style-type: none"> <li>Counterculture &amp; Conservatism</li> <li>Bloom and Breines, <i>Takin it to the Streets</i>, Chapters 5 &amp; 6</li> </ul>	Tuesday, July 12	
Assignment	<ul style="list-style-type: none"> <li>Post in <b>Discussion 3</b></li> </ul>	Tuesday, July 12	Canvas
Assignment	Submit <b>Essay #2</b>	Sunday, July 17	Canvas
<b>Week 5: Tuesday, July 19</b>			
Readings for Online & Class Discussion	<ul style="list-style-type: none"> <li>1968 &amp; the Women's Liberation Movement</li> <li>Bloom and Breines, <i>Takin it to the Streets</i>, Chapters 7 &amp; 8</li> </ul>	Tuesday, July 19	
Assignment	<ul style="list-style-type: none"> <li>Post in <b>Discussion 4</b></li> </ul>	Tuesday, July 19	Canvas
<b>Week 6: Tuesday, July 26</b>			
Class Discussion	<ul style="list-style-type: none"> <li>Consultation for Final Project</li> </ul>	Tuesday, July 26	
Assignment	<ul style="list-style-type: none"> <li>Submit <b>Essay #3</b></li> <li>Course evaluation due</li> </ul>	Friday, July 29	Canvas