GENERAL INFORMATION

PROFESSOR INFORMATION  Fall 2019

Instructor:  Dr. Alexandra Cornelius
Office:  AADS/History MMC Campus
Office Hours:
E-mail:  acornel@fiu.edu

COURSE DESCRIPTION AND PURPOSE

In this fully on-line 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 Feminist Movement, The concept of “Black Power,” The Young Lords Party, New Left Movements, anti-colonial movements, The gay rights movement, and Tricontinental Ideology. The course also examines the rise of what Joseph Crespino calls, “the Conservative Counterrevolution” as it launched a significant cultural, ideological and political challenge to the Leftist organizations and politics. This course fulfills the upper-level GL requirement.

COURSE OBJECTIVES

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

- identify an author’s thesis, as well as evaluate 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

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. 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 also 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 ways 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 taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning how 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. PowerPoint
2. Turnitin.com ([Privacy Policy](#))
3. YouTube ([Privacy Policy](#))

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

**ACCESSIBILITY AND ACCOMMODATION**

Please visit the [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**

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 go to

[http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)

**COURSE PREREQUISITES**

There are no prerequisites for this course.

**REQUIRED BOOKS:**

Alexander Bloom and Winifred Breines eds. *Takin’ it to the Streets: A Sixties Reader* 4


**EXPECTATIONS OF THIS COURSE**

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

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
- Take the practice quiz to ensure that your computer is compatible with Blackboard
- Interact online with instructor/s and peers
- Review and follow the course calendar

**COURSE DETAIL**

**COURSE COMMUNICATION**

Communication in this course will take place 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.
SMALL ASSIGNMENTS AND DISCUSSION POSTS

Small Assignments and Discussion Posts must be submitted by Sunday 11:59 p.m. (midnight) on the week assigned. Your assignments and posts should be at least 1 full page to 2 pages long. For each Discussion post, students must respond to the posts of at least two other students in the course. Due to the quick pace of the course, late assignments will not be accepted.

RESPONSE ESSAYS

You will be asked to submit 2 3 page critical response essays to one of the assigned texts and/or articles. The topic will be announced in advance and you will submit the paper via turnitin.com. For the purposes of the response essays, you are not expected to include texts or articles outside of the assigned material. However, if you do use outside sources, please be sure to cite your sources. The paper will be judged primarily on the student’s ability to support her/his arguments with textual references.

Each paper also must have a clearly defined thesis statement that appears in the first or second paragraph of the paper. A thesis statement succinctly provides the reader with the argument and the subject of the paper. Your paper also must include primary source material. For more guidance on how to write a thesis statement view: http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml 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.

PERSONAL MANIFESTO I AND II

Students will be asked to write a personal manifesto at the beginning of the term in which they describe their thoughts and ideas about social movements that are of interest to them. They will submit at the end of the term another personal manifesto in which they articulate the ways in which the course material and class discussions have either affirmed or challenged their willingness to become engaged in a social movement or to embrace or reject a political position.

GRADING

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Small Assignments &amp; Discussion Posts (You must demonstrate that you have read closely the material. Discussion posts should be 1 to 2 pages long.)</td>
<td>40%</td>
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<tr>
<td>Response Essay I</td>
<td>15%</td>
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<tr>
<td>Response Essay II</td>
<td>20%</td>
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<tr>
<td>2 Personal Manifestos</td>
<td>10%</td>
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<tr>
<td>1 page Review of Lecture or Political Rally</td>
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<td>Course Evaluation</td>
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<td><strong>Total</strong></td>
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**PLEASE NOTE: LATE ASSIGNMENTS WILL BE NOT BE ACCEPTED**

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<tr>
<td>A</td>
<td>Above 93</td>
<td>B-</td>
<td>81 - 83</td>
<td>F</td>
<td>&lt;60</td>
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<td>A-</td>
<td>90 - 92</td>
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<td>B+</td>
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<td>B</td>
<td>84 - 86</td>
<td>D</td>
<td>60 - 69</td>
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COURSE CALENDAR

**WEEKLY SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Due Date</th>
<th>Submit To</th>
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<tbody>
<tr>
<td><strong>Week 1: August 26- Sept. 1</strong> Introduction to Course:</td>
<td>View AADS Welcome Back: Friday Aug. 30, Labor Center 110 4:00 p.m.</td>
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<tr>
<td>Discussion</td>
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<td><strong>Film:</strong> Eyes on the Prize: Awakenings</td>
<td>Participate in <strong>Discussion 1</strong> According to Julian Bond, the narrator of the Eyes on the Prize documentary, historical circumstances including the Brown v Board of Education decision provided the context in which individuals’ “small acts of courage” served as a catalyst for the period of activism that has become known as The Civil Rights Movement. In what ways did Mose Till, Mamie Till, and Rosa Parks try to challenge racism and desegregation in the South?</td>
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<td>Week 2: September 2-8</td>
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<td>Discussion</td>
<td>Participate in <strong>Discussion 2</strong> <strong>What is the primary argument in McGuire’s book?</strong> <strong>What sources does she use to support her argument?</strong> Based on what you have read so far do you find her argument convincing? Why or why not? In what way does McGuire’s book challenge popular understandings of Rosa Parks?</td>
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<td>Sunday, September 8</td>
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<tr>
<td><strong>Readings</strong></td>
<td>Monday September 5th Labor Day: School Closed</td>
<td>Bloom and Brienes, <em>Takin it to the Streets</em>, Fannie Lou Hamer and Schwener; Casey Hayden and Mary King</td>
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<td>McGuire, <em>At the Dark End of the Street</em>, Chaps 2 -4 pp. 48-</td>
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<tr>
<td>Discussion</td>
<td><strong>Women’s experiences in the Civil Rights Movement; reading Primary Source Material</strong></td>
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<td>1. What do Fannie Lou Hamer and Rita Schwener’s testimonies tell us about the nature of opposition to voting rights activists in the South.</td>
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<td>2. According to the SNCC Paper on Women in the Movement what kinds of roles were deemed appropriate for women? Were there different expectations for the ways men and women should contribute to the movement? If so were these examples of role differentiation significant? Why or Why not?</td>
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<td>3. According to Mary King and Casey Hayden, women ‘who work in the movement seemed to be caught up in a</td>
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common-law caste system.’ the caste system "at its worst, uses and exploits women." What examples did they provide to support their assertions? What were some of the obstacles women faced when trying to address these issues?

**Assignments**

Submit **Personal Essay 1**: Is there a movement or political cause to which you feel committed? Describe the cause and your level of commitment to it. **Sunday, September 15**

**Week 4: September 16-22**

**Readings**


  - Eyes on the Prize II. Fighting Back, 1-26 min.
    - [https://www.youtube.com/watch?v=11vM5cdMzOk](https://www.youtube.com/watch?v=11vM5cdMzOk)

- Eyes on the Prize III Ain’t Scared of Your Jails, 1-55 min. [https://www.youtube.com/watch?v=_JiocbchERs](https://www.youtube.com/watch?v=_JiocbchERs)

Submit **Response Essay I**: In what ways does Danielle Mcguire hope to offer readers of *At the Dark End of the Street* a “new history” of the Civil rights Movement. What is her thesis/argument? Identify three examples of primary sources that she uses to support her argument. In what ways do the primary sources that you read in the Taking it the Streets argument support and/or challenge Mcguire’s thesis? Do you find Mcguire’s new version of civil rights movement history persuasive? Why or Why not? **Sunday, September 22**

**Week 5: September 23-29**

**Lectures/Readings**


- Cold War: Make Love, Not War. Part 13
  - [https://www.youtube.com/watch?v=X0SSToQvJeA](https://www.youtube.com/watch?v=X0SSToQvJeA)

**Discussion**

Participate in **Discussion 4**

1. How does king define Agape love in "The power of Nonviolence."

**Sunday, September 29**

**Discussion Board**
2. According to King, why is being 'maladjusted' to one's society sometimes a quality that one should embrace?
3. According to the authors the Port Huron Statement, in what ways did the United States seem to be falling short of its democratic ideals?
4. Finally, based on the video, what did young people mean by the slogan 'Make love, not War?'

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<tr>
<th>Read</th>
<th>Discussion</th>
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Bloom and Brienes, *Takin it to the Streets*, Amy Umeyatsu, "The Emergence of Yellow Power"  
View *The Cold War: Reds* 1- 12:00 min. | Sunday, October 6  
Participate in Discussion 5  
1. What is Penny von Eschen's central argument/thesis in Race Against Empire?  
2. What evidence does she use to support her argument? Do you find it persuasive? Why or why not?  
3. According to Amy Umematsu, why was there a need for a yellow power movement? |

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<th>Week 7: October 7-13</th>
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Ernesto Che Guevara, “Message to the Tricontinental” (1967)  
http://www.marxists.org/archive/guevara/1964/12/11.htm | Sunday, October 13  
Discuss the following articles and watch the video listed below. From the perspective of each,  
View  
- View Excerpt from Film; *I Am Cuba!* 1-5 min. https://www.youtube.com/watch?v=eOLVm_9UcRw |
describe African Americans' views on the potential for blacks in Cuba.

- Ernesto Che Guevara, “Message to the Tricontinental” (1967) and “At the United Nations” (1964)
- View Excerpt from Film; I Am Cuba! 1-5 min.

### Week 8: October 14-20

**Readings**


Young Lords Party 13-Point Program and Platform.  
http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/YoungLords_platform.html

**View**

Yo Soy Boriqua, Paque Tu Lo Sepas  
https://www.youtube.com/watch?v=nopXjB1F1uY

**Discussion**

- Who was Pedro Albizu Campos? Why do you think Rosie Perez compares him to Martin Luther King Jr.?
- What was "La operacion"?

Chicano! Documentary:

- Who was Reies Lopez Tijerina? According to Tijerina, what were the needs of the masses of Chicano people?
- Who was Rodolfo 'Corky’Gonzalez? Why did his poem 'I am Joaquin' emerge as a significant cultural touchstone for many Chicanos?

Submit Response Essay II  
Discuss in detail the particular ways that Jennifer Nelson's study of the women's health movement depart from the way historians have traditionally approached the field? What is the
relationship between the women's health movement and the New Left and Civil Rights Movement? In what ways did activists hope to use the Neighborhood Help Center? (Chap 2) In what ways did health centers such as the Tufts-Delta Health Center serve poor members of the community? What was the role of the Abortion and Birth Control Referral Service (ABCRS).

Week 9: October 21-27

Readings

View
• Eyes on the Prize: A Nation of Law?
• https://www.youtube.com/watch?v=Wd2SWdu7ifU

Discussion
Participate in Discussion 6
• What did Nixon and his supporters mean when they stressed a need for “law and order”?
• How do you think the civil rights activists would have defined “law and order”? How do you explain the abuses of power that are depicted in this episode? To whom is law enforcement (the police, the courts, and the prison system) accountable?
• How do abuses by law enforcement agencies undermine the foundations of democracy?

Sunday, October 27 Discussion Board

Week 10: October 28- November 3

Readings

View
• The Cold War: Vietnam https://www.youtube.com/watch?v=6s0Z2mwTrXY

Discussion
Participate in Discussion 7
• How did Ho Chi Minh’s Declaration of Independence try to explain Vietnam’s desire for independence?
• Why was the Tonkin Gulf Resolution problematic? How did President Johnson, in the resolution and in his speech "Why Fight in Vietnam," justify the United States’s military intervention in Southeast Asia?
• Analyze Paul Potter's "The Incredible War." List and explain three reasons why, according to Potter, Americans should refuse to accept American
foreign policy toward Vietnam. In what way did he believe anti-Vietnam war sentiment would feed a "counter-revolution" in the United States.
- According to the video documentary, in what way did then presidential candidate Richard Nixon's campaign team complicate further President Johnson's effort to negotiate peace with Vietnam.

### Week 11: November 4-10
#### LGBT Liberation

**Readings**
- LGBTQ Social Movements; 1-77.

**View**
- *Brother Outsider: The Life of Bayard Rustin*

**Discussion**
- Participate in Discussion 8
  - Describe Bayard Rustin's contribution to the Civil Rights Movement. How would you describe some of Rustin's core principals regarding the fight for social justice? According to his biographer, John D'emilio, why did Rustin's fail to receive recognition for his significant contributions?
  - According to the Gay Liberation Women's Front what forms of discrimination did women and, more specifically, lesbians face. In what ways did they define "consciousness raising" as a means to 'changing attitudes, institutions and laws that oppress lesbians?"

### Week 12: November 11-17

**Readings**
- Finn Enke, *Finding the Movement: Sexuality, Contested Space and Feminist Activism*
- Chimamanda Ngozi Adiche, "We Should All be Feminists"
  - [https://www.youtube.com/watch?v=hg3umXU_qWc](https://www.youtube.com/watch?v=hg3umXU_qWc)

**Discussion**
- Participate Discussion 9
  - According to Betty Friedan, what is "the problem that has no name?" Do you
believe this problem still exists for women today?
- According to Chimanda Adiche, what changes in gendered expectations should society embrace and apply to how we raise boys and girls?

### Week 13: November 18- Nov. 24th

<table>
<thead>
<tr>
<th>Readings View</th>
<th>Bloom and Brienes, <em>Takin it to the Streets</em>, Armando Rendon, Chicano Manifesto <em>Chicano!: Documentary, Fighting for Political Power</em></th>
<th><a href="https://www.youtube.com/watch?v=yEqW_IF67pw">https://www.youtube.com/watch?v=yEqW_IF67pw</a></th>
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</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Submit Personal Manifesto II At the beginning of the semester you were asked to write a personal manifesto in which you described your thoughts and ideas about social movements that are of interest to them. Now that we have arrived at the end of the term, please submit another personal manifesto in which you explain the ways in which the course material and class discussions have either affirmed or challenged your willingness to become engaged in a social movement or to embrace or reject a political position.</td>
<td>Sunday, November 24</td>
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### Week 14: Nov 25th – Dec. 1

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<tr>
<th>Readings View</th>
<th>Bloom and Brienes, <em>Takin it to the Streets</em>, “Love it or Leave It The Conservative Impulse in a Radical Age” pp. 300-326.</th>
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<tr>
<td>Assignment</td>
<td>Appointments with the Professor Course Evaluation Due</td>
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### Week 15 Dec. 2- Dec 8th

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<th>Assignment</th>
<th>Appointments with Professor</th>
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