

## HIST 502/ PEAC 502 Social Movements in the United States Since the 1960s Syllabus

Summer B Session, June 8-August 7, 2015 (Online Course) 03 Hours

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**Online Office Hours: Tuesday, Wednesday, And Thursday: 12-2 p.m.**

### **HIST/ PEAC 550 Course Description:**

The main social movements of the twentieth century made a major impact on American politics, society, and culture. Social movements such as the Civil Rights movement, the anti-Vietnam War movement, and the women's rights movement have brought about new laws and legislation and changed society as we know it. Many of the changes that these social movements ushered in are under attack today. Although most people agree that social change has been positive and necessary, some argue that things have gone too far. People disagree about the need for social change in society. What do you think? One of the main purposes of this course is to give you a basis for making an intelligent, thoughtful response to this question. In pursuit of this goal, we will learn why, over the course of the second half of the twentieth century, and into the first decade of the twenty-first century, millions of people have taken to the streets; we will learn what they demanded, and how they changed history. Because most people associate social movements in America with the 1960s, we will begin our readings and discussion just **before** World War II and make our way to the present day. The decade of the 1960s **was** a special time for social movements in America, but by no means did social movements come to a halt at the end of that decade. The movements that we will study in depth are the **Black Power movement, the Anti-Nuclear movement, the School of the Americas Watch movement, and the Occupy Movements**. All of these movements intersect other social and political movements for change going on both in the United States and in other parts of the world. Your readings touch on these other movements and I will add additional context about these other movements by giving some additional background before sending weekly discussion questions. I will occasionally send you information in the form of a written "lecture" to help clarify information that is missing from the readings.

### **Course Goals:**

In this course, students will sharpen their critical reading and thinking skills as well as develop the capacity for historical thinking. Through our readings and discussions of those readings, students will be able to dissect the causes and effects of contemporary social movements in America. Students will communicate effectively the causes and effects of particular social movements in America on written assignments and papers. Lastly, by taking this course, students will be able to understand the importance of social movements in America, whether or not they agree with them.

### **History Department Student Learning Outcomes and University Level Competencies:**

The mission of the Department of History at Winthrop University is to promote in students historical skills and knowledge. Our students develop the habit of critical thinking and the capacity for "historical thinking." Historical thinking means developing a firm grasp of the multiplicity and intricacy of

historical causes and effects, and understanding of how knowledge is a human construct, an ability to think from a global perspective, and an appreciation for the variety of approaches of historical interpretation. Students also advance their fluency in written and oral expression and argumentation. Students develop the skills to conduct independent research. This course fulfills four out of six of the Learning Outcomes of the history department, including SLO# 2 (also ULC #2): which is to demonstrate understanding of ethical dimensions of historical moments, processes, and developments.” The readings for this course emphasize the ethical dimensions of major events in United States history such as the Civil Rights movement, the Black Power movement, the rise of Black Nationalism in the United States and the world, the Cold War, etc. Major events in U.S. history give rise to social movements. Students will be much more familiar with major events in both U.S. and world history after taking this course.

Additionally, this course also deals with History Department Student Learning Outcome #5, (ULC #5) which is “History majors understand and critically discuss important developments of global history, especially issues and events significant to areas outside the United States. In this course we study events and movements that circumnavigate the globe such as the Black Power movement, which had roots both in Africa and the United States, the U.S.-Central American peace movement, and the anti-nuclear movement. All of these movements are international movements that intersect each other and other movements in the world. Students will learn the international context of these connected movements, and will learn about leaders of the movements who spent time in the United States and elsewhere.

This course fulfills SLO # 4 (ULC#4): History majors will communicate effectively core themes, ideas, and subject matter in both written and oral form. Students are graded weekly on their ability to communicate their understanding of course readings and their ability to articulate their ideas to both other classmates and the instructor. Students are asked pointed questions about the readings, which they must not only answer, but discuss with others. In addition, students write two papers in this course that are to be typed, double-spaced, and turned in to me as word documents through Blackboard, and also turned in on turnitin.com. For undergraduates these papers are to be **six to eight** pages long. For graduates these papers are to be **eight to ten pages long**. You are to write these papers using the course texts as sources. (Both of the assigned papers are designed to make you think and write critically about the assigned readings on social movements. The paper assignments test your ability to analyze the social movements under review. Your paper prompts will ask how particular social movements intersect each other, which will require that you show your understanding of the connectedness of movements in both the United States and the world.)

Additionally, this course fulfills history department SLO #6: History majors will understand and critically discuss significant issues and themes of United States history. This course covers major social movements in the United States since the 1960s, but is, in many ways a course in U.S. history after World War II, as in addition to learning about and discussing major social movements, we read about and discuss the impact of WWII on U.S. society, the impact of the Cold War on both U.S. social movements and others. Towards the end of the course we read about changes in the understanding of liberal democracy in the United States, which has given rise to several social movements. This course is a study in contemporary U.S. history set within a global context.

#### **Peace Studies Minor Requirement:**

This course meets the social movements requirement for the Peace, Justice, and Conflict Resolution Studies minor.

#### **Course Texts:**

The following are required course books that you must read and have in your possession:

Peniel E. Joseph, *Waiting 'Til The Midnight Hour : A Narrative History of Black Power in America* (Henry Holt, 2006).

Lawrence Wittner, *Confronting the Bomb: A Short History of the World Nuclear Disarmament Movement* (Stanford University Press, 2009).

James Hodge and Linda Cooper, *Disturbing the Peace: The Story of Father Roy Bourgeois and the Movement to Close the School of the Americas* ( Orbis Books, 2004).

In addition you will read four articles that are posted on Blackboard. Those articles are:

Jo Freeman, "On the Origins of Social Movements"  
[www.jofreeman.com/socialmovements;origins.htm](http://www.jofreeman.com/socialmovements;origins.htm).

Allison Lauback Wright, "Counterpublic Protest and the Meaning of Occupy" *Plaza: Dialogues in Language and Literature*, vol. 2, No. 2 (2012)  
<http://journals.tdl.org/plaza/index.php/plaza/article/view6347>

Lawrence Rosenthal, "Occupy Wall Street and the Tea Party: bedfellows?" *Open Democracy*, November 4, 2011

<http://opendemocracy.net/lawrence-rosenthal-Occupy-Wallstreet>

Marina Sitron, "Horizontalidad and Territory in the Occupy Movements" *Tikkun*, March 8, 2011

<http://www.tikkun.org.nextgen/horizontalidad-and-the-occupy-movement>

### Teaching and Learning Methodology:

The subject of this course is the phenomenon of ordinary people collectively taking control of their lives. In the spirit of the subject, the emphasis of this class will be on student initiative, independent thinking and discussion. **I plan to stimulate discussion by posting discussion questions every Tuesday and Thursday.** I expect that you will not only answer them with three or four line answers as if you were answering a straight forward question, but that you read the responses of others and take into consideration what others have to say. I hope that you learn from reading other responses and that the class as a whole comes to a better understanding of the topic because of our group discussions. I plan to spend considerable time thinking about the questions that I ask so that I can best stimulate the kind of discussions that will lead to a better understanding of the subject of modern social movements. I see my role as a facilitator of discussion and I will do all that I can do to make sure that the discussions lead us to a better understanding of the subject. I have participated in some contemporary social movements, and I will most likely share some of my own personal experiences before the class ends. I do not plan to have any final word in any discussion. There is no right or wrong in a discussion. **The basic rule guiding class discussions is that all participants show respect to one another.** Healthy discussion and debate are essential to an educated society!

### **Graduate and Undergraduates Taking This Course:**

There are both graduate and undergraduate students taking this course. Graduate students write longer papers (exams) than undergraduate students and although all students participate together, undergraduates are graded using undergraduate standards for papers and discussions, and graduate students are graded using graduate standards for papers and discussions.

### **How Our Online Class Meetings and Online Discussions will Work:**

This class “meets” on Tuesdays and Thursdays and **except for the four times that we have live chats, we will “meet” every Tuesday and Thursday by signing in through Blackboard between 9 a.m. and 9 p.m. and responding to questions that I have posted.** I will post between six and eight questions every Tuesday and Thursday before 9 a.m. Because I want you to interact with your peers, I will have you put into two groups. You will work (discuss, interact) with one group for the first half of the course (June 7-July 5), and then you will switch groups for the second half of the course (July 7-August 4). **During the day ( between 9 a.m. and 9 p.m.), I want you to read your peers’ responses to questions and respond at least once to someone else’s’ post.** You may post more than once. **In addition, to make sure that everyone is doing their reading, I will post one or two questions intended for each individual on the discussion board. You will email answers to those questions back to me through Blackboard.**

### **Course Requirements:**

- 1) You are required to participate in all class discussions. Missing a class discussion means that you are absent from class and are absent from that particular days’ class discussion. Class discussion is graded daily. You will receive 1-5 points for each day’s class discussion. Class participation and discussion counts for 50% of your course grade. If you miss four class discussions you will fail the course.
- 2) You will write two papers, that are to be typed, double-spaced, and turned in to me as word documents through Blackboard, and also turned in on turnitin.com. For undergraduates these papers are to be six to eight pages long. For graduates these papers are to be eight to ten pages long. You will be given a prompt exactly one week before each paper is due. **The midterm paper will be due on July 9; the final paper will be due on August 6.** You are to write these papers using the course texts as sources. You must cite your course texts using the APA, MLA, or the *Chicago Manual of Style*. Both of the assigned papers are designed to make you think and write critically about the assigned readings on social movements. The paper assignments test your ability to analyze the social movements under review. Your paper prompts will ask how particular social movements intersect each other, which will require that you show your understanding of the connectedness of movements in both the United States and the world. Lastly, in order to make a good grade on the assigned papers, you must demonstrate a thorough understanding of the assigned readings. Papers will be graded according to how well the student states the arguments, connects the ideas, events and movements, and demonstrates the ability to clearly write a coherent paper using good, clear English.
- 3) **You will participate in four Live Chats. You will have the opportunity to participate either in the 10:00 a.m. Live Chat or the 8:00 p.m. Live Chat.** The Live Chat dates are on the syllabus. Plan ahead to attend all Live Chats. Live Chats count as a class discussion.

### **Grades:**

I use the plus/minus grading system. The grading scale for this course is as follows: 92-100=A, 90-91=A-, 88-89=B+, 82-87=B, 80-81=B-, 78-79=C+, 72-77=C, 71-70=C-, 68-69=D+, 62-67=D, 60-61=D-, Below 60=F.

### **Essay Writing Skills:**

Success on papers depends significantly on English writing skills. The professor expects well-organized, relevant, concrete, and grammatically correct essays. A brief, inexpensive review of expected writing standards is William F. Strunk and E.B. White, *The Elements of Style*. You should also consider visiting the writing center located in Bancroft (242) hall for further help writing papers. I will post those hours once they are established.

### **Global Learning Initiative:**

By its very nature, this course supports the Global Learning Initiative here at Winthrop University.

### **Opinions, Questions, Comments, and Criticisms:**

Debate, Discussion, Disagreement, and Freedom of Thought are essential to education and to a free society. Comments are always welcome. Grades **do not** depend on agreement with the professor.

### **Students with Disabilities:**

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact Services for Students with Disabilities, at 323-3290. Once you have your official notice of accommodations from Services for Students with Disabilities, please inform me as early as possible in the semester.

### **Student Code of Conduct:**

As noted in the Student Code of Conduct: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online *Student Handbook* (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>). More explicit policies relative to a specific discipline /department may also be posted in a syllabus.

### **Important Dates:**

**July 9: First Paper Due.** (You will be given the paper prompt exactly one week before it is due). Your paper is due by 9 p.m. on July 9. You will send me a copy by email through Blackboard and you will turn in a copy to turnitin.com.

**August 6: Your final paper is due.** Again, you will be given the final paper prompt one week before the paper is due. Your paper will be due at 9 p.m. on August 6, which is near the end of the term. You will turn in a copy to me and a copy to turnitin.com.

**June 16, June 30, July 21, and August 4: Live Chats!** Remember for our Live Chats you will need to choose one of two 50 minute time slots to be "present" on these Thursdays for live chats. Those times

are at 10:00 a.m. or 8:00 p.m. Please plan your schedule in advance to make arrangements for these particular days!

**Class Schedule: The Class Schedule for the entire course is on the Blackboard Homepage. Every assignment is listed by date under the appropriate week. Click the particular week of the class to find the reading for each day.**

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#### **Syllabus Change Policy:**

This syllabus is subject to change. I will alert you to any changes and post a new syllabus if any changes are made. You may always ask for a new copy of the syllabus and I will email it to you.

#### **Week One, June 8-12:**

Tuesday, June 9, 2014: Greetings to you all! My name is Dr. Ginger Williams and I would like to introduce myself to you. I have just finished my eighteenth year at Winthrop University. I am from Florida, where I received my Ph.D. in 1993 in Latin American history. My area of expertise is on twentieth century U.S.-Latin American relations and I teach courses in U.S. and Latin American history as well as HIST 300 (Historiography and Methodology) here in the history department. In addition to teaching in the history department, I also direct the Peace, Justice and Conflict resolution studies minor here at Winthrop. I want you all to know that this is the fourth course that I have taught online so I am still somewhat of a novice at solely using technology for the purposes of teaching. You need to know that I am not the most technologically savvy person. I enjoy discussions. **I see this course first and foremost as a reading and discussion course!** Please understand that there is a lot of reading involved in this course. Because of that, we only “meet” two days per week, meaning that I post discussion questions on Tuesday and Thursday mornings and give you until 9 p.m. to respond to them. Because I want you to interact with your classmates, I will require that you post in that particular day’s class discussion at least twice so that you will have the opportunity to respond to classmates’ responses to questions and that you can reflect on your own earlier responses to questions. Because I want to get to know everyone individually as well and check on people individually in the class, each class day, I will additionally send one or two questions to each person by email through blackboard. You will need to respond to me with a several line answer by email. You can also take this opportunity to share some personal thoughts about the reading that you might not want to share with the entire group.

**For today, (Tuesday, June 10), I would like for everyone to introduce themselves to me and to the class and write a paragraph about who you are and why you signed up for this course.** Please check blackboard to see who is in the class and who has posted and read about your classmates. I look forward to hearing from you and knowing more about you. Welcome and I look forward to our many discussions!

#### **What are social movements? How are they formed? Who are the participants of social movements? Who are the leaders? What does it take to make a social movement?**

How do social movements get started? Who starts them? Who joins them? How are the people who join a social movement compelled to take action that could result in political change? For today’s discussion we will attempt first answer these questions about what social movements are, who leads them, who follows and what gives them staying power by first reading a piece by Jo Freeman entitled “On the Origins of Social Movements” which you can find online at:

[www.jofreeman.com/socialmovements/origins.htm](http://www.jofreeman.com/socialmovements/origins.htm)

We will now begin a discussion of the Black Power movement, which is associated with the 1960s and early 1970s (but had its roots in WWII America). For Thursday, June 11, we will discuss the introduction through chapter 2 of Peniel Joseph, *Waiting Til the Midnight Hour*.

**Week Two Lesson Plan: Black Power (cont).**

For Week Two, June 15-19, we will continue discussing the Black Power movement and the book, *Waiting 'Til The Midnight Hour*, chapters 3-6. In our readings this week we see more how the Black Power movement was becoming radicalized as a consequence of many overlapping developments—the rise of violence in the South, the spread of “third world” and African nationalistic movements abroad, and the quickening of calls for change by blacks in northern cities such as Detroit and New York. The Black Power movement is increasingly becoming an international movement and is increasingly linked to other international liberation movements.

**Week Two: June 15-19: The Black Power Movement (cont).**

This week (June 15-20) we will continue reading and discussing the Black Power movement in America. For this week our discussions will focus on chapters 3-6 of *Waiting 'Til The Midnight Hour* (p. 45-131). For Tuesday, June 16 have chapters 3 and 4 read (pages 45-94), and for Thursday have chapters 5 and 6 read (pages 95-131). In addition to your readings, for Tuesday, watch the YouTube videos, “negroes With Guns” Robert F. Williams and black power parts 3 and 5. I have uploaded them from YouTube onto Blackboard. Once you have Java installed on your computer you should have no problem viewing these on Blackboard. I want you to get the sense of who Robert F. Williams was and what role he played in the Black Power movement. He was a very local man, too, being from Monroe, North Carolina. On June 16, **we will have our first live chat!** Remember you choose whether you participate at either 10:00a.m. or 8:00p.m. Please know that those who work full time will probably have to choose the p.m. time slot. It will work better if our groups are more evenly split. These can be fun but there is a learning curve involved.....be patient! We will then continue our discussion by delving straight into a controversial movement that intersected many social movements in the 1960s and 1970s, particularly the Civil Rights movement, with which it had a strained relationship.

**Week Three: June 22-26: The Black Power Movement in America, (cont).**

For week three we will read and discuss *Waiting 'Til the Midnight Hour* chapters 7-10 (p. 132-275).

**Tuesday, June 23:**

For Tuesday, June 23, please read chapters seven and eight of *Waiting 'Til the Midnight Hour* (pages 132-204).

**Thursday, June 25:**

For Thursday, June 25, please read chapters nine and ten of *Waiting 'Til the Midnight Hour* (pages 205-275).

**Week Four: June 29-July 3 Finish Black Power Movement and Begin Anti-Nuclear Movement**

This week we will finish discussing the Black Power movement on Tuesday, July, and we will begin discussing the Anti-Nuclear Movement on Thursday, July 2. On Tuesday, June 29, we will have our second Live Chat. **Reminder: Your midterm will be due on July 9 by 9p.m.**

For Tuesday, June 30, please have read *Waiting 'Til the Midnight Hour*, ch. 11 and epilogue. For Thursday, July 2, please have read *Confronting the Bomb: A Short History of the World Nuclear Disarmament Movement*, preface, plus chapters 1 and 2 (up through page 28).

**Midterm Paper Prompt: Due July 9, 2015 at 9p.m.**

Type a six to eight page paper (eight to ten for graduate students), double-spaced in response to the following prompt. Please use the assigned readings and cite them using either MLA or *Chicago Manual of Style*. You have until July 10 at 9p.m. to finish this assignment. Please submit this assignment to me online through blackboard as well as submit to Turnitin.com. You will receive a turnitin password within

the next few days. Your paper grade will depend on how well you organize your paper. Please use facts to back up your points. Make sure that you cite the book when you borrow information.

How was the Black Power movement a legitimate and distinct movement from the Civil Rights movement and how did the Black Power movement and the Civil Rights Power movements parallel each other? Who philosophies contributed most to the Black Power movement and how did Black Power leaders articulate their aims and goals to a general public? What are the legacies of the black Power movement for 20<sup>th</sup> and 21<sup>st</sup> century American history and to what extent does the Black Power movement occupy a chapter of the history of the Civil Rights struggle of African Americans in the United States?

#### **Week Five: July 6-10: The Anti-Nuclear Movement in America**

This week we will continue discussing the Anti-Nuclear Movement in America (and the world). For this week, we will discuss chapters 3-5, p. 29-112.

For Tuesday, July 7, we will discuss chapters 3 and 4. For Thursday, July 9, we will discuss chapter two.

#### **Week Six: July 13-17: Anti-Nuclear Movement in America (Finish)**

This week we will finish discussing the Anti-Nuclear Movement in America from 1971 to the present. The readings for this week are *Confronting the Bomb*, chapters 5-conclusion. Through our readings we will discuss the third wave of the anti-nuclear movement, the renewed Cold War and its impact on the movement, the end of the Cold War, the triumphs of the movement, and the waning of the movement in the 1990s. **On Tuesday, July 21, we will have our third Live Chat on *Confronting the Bomb*.**

#### **Week Seven: July 20-24: The Movement to Close the School of the Americas**

This week and next week we will discuss the movement to close the School of the Americas, a U.S. military training school to train Latin American military officers, that was opened during the beginning of the Cold War in 1946. For these two weeks we will read *Disturbing the Peace: The Story of Father Roy Bourgeois and the Movement to Close the School of the Americas*. For this week, please read chapter 1-11 (pages 1-117). **For Tuesday, July 21 please have read chapters 1-7. For Thursday, July 23, have read chapter 8-11.** These readings will cover topics such as Father Roy Bourgeois's personal story which brought him to lead an international movement, the wars in Central American that resulted in the deaths of hundreds of thousands, and which dovetailed with the renewed Cold War of the 1980s and the U.S. resolve to stop the spread of communism. A new movement among Latin American Catholics had also emerged in revolutionary movements that broke out in some countries, and on missionaries serving in Latin America such as Father Roy Bourgeois.

#### **Week Eight: July 27-31: The Movement to Close the School of the Americas (Cont.)**

This week we will finish discussing the movement to close the School of the Americas, renamed the Western Hemisphere Institute for Security Cooperation in 2001. Our readings and discussions this week focus on the founding of the movement to close the School of the Americas in 1990, the growth of the movement from a mostly older, religious movement to a broader, younger, and more diverse movement. Our readings this week will also focus on the congressional votes that nearly shut down the school and the decisions of the U.S. Department of Defense to close the school on its own, only to reopen it in January 2001 under a different name, the Western Hemisphere Institute for Security Cooperation (WHINSEC). We will finish our discussions about the movement by discussing where the movement exists currently and what current issues and debates remain regarding the U.S. training of Latin American military personnel. For Tuesday, July 28, we will discuss chapters 12-14 (p. 118-1670), and for Thursday, July 30, we will discuss chapters 15-17 (168-226). **On Tuesday, July 29, we will have a Live Chat.**



**Final Paper Prompt: Social Movements Since the 1960s**

Your final paper is due on August 6 at 9p.m. Please type a six to eight page paper (eight to ten for graduate students) in response to the following prompt and send it to me by word attachment. Your paper is to be typed and double spaced.

**What is the importance of the anti-nuclear movement and the SOA Watch movement to the history of modern America? How do these movements intersect and how did the movements challenge U.S. policies in the late 20<sup>th</sup> century? To what extent did these movements draw on other social movements for political change and how? How was civil disobedience used in these movements and how was it effective/ineffective?**

**Week Nine: August 3-7: The Occupy Movement**

This week we will discuss the Occupy Movement which began on Wall Street and spread throughout the U.S. and the world in 2011. We will read three articles on this movement and discuss this movement in the context of other contemporary movements, and one in particular, the Tea Party Movement, which began several years before. For Tuesday, August 4, we will discuss "Counterpublic Protest and the Purpose of Occupy: Reframing the Discourse of Occupy Wall Street", and for Thursday, August 6, we will discuss "Occupy Wall Street and the Tea Party: bedfellows?" and "Horizontalidad and Territory in the Occupy Movements".