HIST 4320: U.S. Cultural Experience  
Social and Cultural Movements in the 20th Century

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Class: MTWT, 10-11:50am  
Office Hours: TBD  
Faculty Center 122

Course Description
In this course, we will examine key issues in U.S. social justice movements from the 20th century. We will explore how and why social movements have emerged as well as how they have impacted, and continue to impact, political and cultural debates in American society. Course materials will engage key issues and strategies from a variety of social and cultural movements, specifically those situated around race, class, and gender.

Along the way, our goal will be to investigate how these movements were interrelated – how women were key activists in the freedom struggle, how black workers sought to integrate unions, how race and class influenced a woman’s experience with reproductive rights – and how these connections either helped each movement or how they hindered them. Class, race, and gender, therefore, will be central to our understanding social movements. Organizers were individuals, but they were individuals who belonged to social groups as well – individual agency and social structure will remain at the core of the course.

Learning Outcomes
Students who successfully complete this course will:
• think critically, read analytically, and write clearly;
• conduct independent research, handle primary sources, and construct an original historical thesis;
• efficiently read secondary sources for argument and engage critically with them; and
• explain the contexts that gave rise to social movements, analyze the strategies and tactics used, understand how they were interrelated, and evaluate their legacies.

Required Texts


Other primary and secondary readings are posted to Blackboard. Please bring them to class.

Course Requirements
1. Attendance. Attendance at all class meetings is both expected and required. Repeated absences will significantly affect your grade.
2. Participation. The format of this class is designed to generate thoughtful debate and discussion. Students are expected to have read material closely and to come to class
prepared to share their questions, ideas, and opinions with others.

3. Reading. The goal is to read material closely and carefully, and to have completed all reading before class.

4. Writing.
   a. Critical Essays
      Each Thursday (except when noted), you will turn in a short, summary paper that draws out key themes and problems from the week’s readings and lectures. These papers should be about 2 pages (roughly 500-600 words).

   b. Research Project
      Each student will research a social movement and write a formal paper (6-8 pages). Outside research of primary and secondary materials will be required. I will provide additional instructions and help in developing a topic and proposal. The following due-dates apply for the research paper:
      General topic: June 9
      Proposal and bibliography: June 16
      Final paper: July 1

   c. Final Exam
      The exam will be a comprehensive essay in which you examine and analyze the movements covered in this class. Detailed instructions will be distributed. It is due by 5pm on July 3.

Evaluation
Attendance and Participation (20%)
Weekly Papers (35%)
Research Project (25%)
Final Exam (20%)

Class Policies
Late Work
Hard copies of all assignments are due in class on the due date listed on the syllabus. Late assignments will be penalized by a reduction in grade level for every day they are overdue, i.e., from A to A-, from A- to B+, etc. Assignments that are five days or more overdue will not be accepted.

Americans with Disabilities Act
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 825-5816 or visit their office in Driftwood 101.
Students with Disabilities and Veterans
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advisement
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac

Grade Appeal Process
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

Please see the Student Handbook and Code of Conduct (http://studentaffairs.tamucc.edu/handbook.html) for general University policies.

Schedule of Topics and Readings
The schedule is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Week 1: Social Movement Theory
M June 2: Overview and Introductions
T June 3: Social Movements and Popular Protest
  READ: Piven, from Poor People’s Movements
W June 4: Resistance
  READ: Poletta, Ch. 1 // Scott, from Weapons of the Weak
T June 5: Case Study: Seattle
  READ: Poletta, Ch. 7
  WATCH: This Is What Democracy Looks Like
  DUE: Critical essay
Week 2: Organizing around Class

M June 9: Early Labor Organizing: The East
READ: Annelise Orleck, “From the Russian Pale to Labor Organizing in New York City” // Agnes Nestor, "Birth of a Rank-and-File Organizer”
Visit Triangle Fire Website
WATCH: Triangle
DUE: General research topic

T June 10: Early Labor Organizing: The West
*Please note that undergraduate students wrote these.

W June 11: Organizing during the Depression
WATCH: Uprising of ’34

T June 12: Labor in 1990s
READ: Soldatenko, “Justice for Janitors Los Angeles”
WATCH: Made in LA
DUE: Critical essay

Week 3: Organizing around Gender

M June 16: Reproductive Rights and Labor
READ: Eastman, "Birth Control in the Feminist Program" // Lawrence, “The Indian Health Service and the Sterilization of Native American Women” // Sheppard-Towner Maternity and Infancy Act
DUE: Research proposal and bibliography

T June 17: Women’s Liberation
WATCH: Makers: Women Who Make America

W June 18: The Third Wave
READ: Baumgardner and Richards, from Manifesta // Abu-Lughod, “Do Muslim Women Really Need Saving?”
WATCH: Girls Rock!
DUE: Critical essay

T June 19 – Conferences to discuss research project. No class.

Week 4: Organizing around Race

M June 23: Black Freedom Movement: Part 1
READ: Poletta, Ch. 3 // McGuire, “It Was Like All of Us Had Been Raped”

T June 24: Black Freedom Movement: Part 2
READ: Poletta, Ch. 4 // Lynd, “The Freedom Schools: Concept And Organization”
WATCH: Black Power Mixtape

W June 25: “The New Jim Crow”
READ: Davis, “Political Prisoners, Prisons, and Black Liberation” // Thompson, “Why Mass Incarceration Matters”
WATCH: Black Power Mixtape

T June 26: Chican@ Movement
WATCH: Precious Knowledge
DUE: Critical essay

Week 5: Organizing by Students
M June 30: Student Organizing: The New Left
READ: Poletta, Ch. 5
WATCH: The Weather Underground

T July 1: Student Presentations
DUE: Final Draft of Research Paper

W July 2: Student Organizing: The 1990s and beyond
READ: Poletta, Conclusion

T July 3
DUE: Final exam