**Course Description**
This is a graduate-level readings seminar in America’s activist history. In this course, we examine historical and contemporary movements for freedom, justice, equality, autonomy and self-determination. Freedom is the operative word because the movements and activists we consider emerge out of, or struggle against, the conditions set by the power elite. Course materials will engage 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 and how intersecting identities shaped democratic claims for inclusion and citizenship. We will explore, among other things, how movements were formed and sustained; the social and historical contexts for their emergence and demise; the impact they might have had on power, on participants in the movement, on the community at large, and on a people’s vision of a liberated future.

**Student Learning Outcomes**
- Critically evaluate scholarly monographs and articles that offer diverse interpretive approaches.
- Analyze and synthesize multiple historical interpretations, methods, and arguments discussed in assigned readings and class.
- Analyze how historians use historical evidence by interrogating the major concepts, themes, methods and theoretical approaches within the historiography.
- Hone communication skills necessary to write M.A. exams and/or M.A. thesis.

**Required Texts**

The following articles and chapters will be on Blackboard. Please print and bring them to class.
• Frances Fox Piven and Richard Cloward, “Introduction,” from *Poor People’s Movements: Why They Succeed, How They Fail* (1978)

Course Requirements

Participation
You are expected to attend every class meeting and to arrive on time. If an absence is absolutely unavoidable, you must contact the instructor beforehand. Every student is expected to make an active contribution to class discussion. Please complete the assigned readings before each class session and come prepared to share your insights, reflections, interpretations, and questions based on your close reading of the text.

Seminar Presentation
Each seminar participant will be responsible for introducing the class discussion one week. Please prepare three to four thoughtful and challenging discussion questions. With attention to effective oral presentation, you may pose questions that concern historiography, argument, evidence, interpretation, method, style, or any other matters you deem worthy.

Response Papers
In addition to close reading and active participation in class discussions, each student must complete a written response each week’s readings (for a total of eleven). These responses should focus on the major themes, questions, and problems posed by the reading for the week. Since these are short essays, you should focus only on the most important aspects of the readings, not on their details or minor aspects. These essays will be a basis for our class discussion; thus, in addition to summarizing the readings’ main points, they should point to interesting problems or questions raised by the texts. These should be 300-400 words. I will drop your lowest grade.

Historiography
Students will be required to write one extended essay (15–20 pages) further developing a theme touched on by the course, or exploring a related topic. Essays will count for 40% of the course grade and should take the form of a historiographical review rather than a research paper based on primary sources. The goal should be to map out debates or points of convergence among historians. You will submit the assignment twice—once in draft form for peer review and again at the end of the term.

Assignment Breakdown:
- Participation 10%
- Seminar Presentation 10%

Grade Breakdown:
- A: 90-100
- B: 80-89
Response Papers (10 at 4% each) 40%
Historiography 40%
C: 70-79
D: 60-69
F: 59 or below

Late Policy
Extensions will only be granted more than 24 hours in advance. In general, it is not wise to ask for more than one extension per semester (I reserve the right not to give you one if you have already benefited from one). Late essays will be graded down by one full letter-grade for every day late.

Scholarly Citation
Please use the “History Area Style Guide” to write your papers. This style guide is based on Kate L. Turabian’s A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, revised by Wayne C. Booth, et. al. (7th edition). I will provide you with a simple version of the style guide on our first day of class.

University Policies

Academic Integrity
By enrolling in the university, students are automatically agreeing to abide by its policies, including those on academic misconduct. Academic integrity and scholarship are core values that should guide our conduct and decisions as members of the TAMUCC community. Plagiarism and cheating contradict these values, and so are serious academic offenses. Penalties include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow citation practices. For more information, consult the Student Code of Conduct: http://studentaffairs.tamucc.edu/handbook.html

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466 or log onto http://www.tamucc.edu/~aac.

Disability Services
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.
Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
January 23
Course Introduction

January 30
Piven and Cloward, *Poor People's Movements*
Hall, “The Long Civil Rights Movement”
Due: Response paper 1

February 6
Hunter, *To Joy My Freedom*
Due: Response paper 2

February 13
Andrews, *Killing for Coal*
Due: Response paper 3

February 20
Andrews, *Killing for Coal*
Due: Response paper 4

February 27
Orleck, *Common Sense and a Little Fire*
Due: Response paper 5

March 6
Orleck, *Common Sense and a Little Fire*
Due: Response paper 6

March 13 – No Class//Spring Break

March 20
Jones, *The March on Washington*
Due: Response paper 7

March 27
McGuire, *At the Dark End of the Street*
Due: Response paper 8

April 3
McGuire, *At the Dark End of the Street*
Thompson, “Why Mass Incarceration Matters”
Due: Response paper 9

April 10
Checker, *Polluted Promises*
Due: Response paper 10

April 17
Phillips Fein, *Invisible Hands*
Draft of Historiography

**April 24**
Phillips Fein, *Invisible Hands*
Due: Response paper 11

**May 1**
Historiographies due