HIS 5380.001: Youth and Protest in the Americas
Spring 2020
Tuesday 5:30-8:00 PM
CS 112

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Course Description

This is a graduate-level reading and research seminar on the history of Youth and Protest in the Americas. This course will introduce students to the use of age as a category of analysis through the lens of youth political activism and social movements. We will compare the goals and strategies young people employed throughout Latin and North America as they struggled to shape their societies. We will also discuss how perceptions of youth and their role in society changed across time and place. This reading and writing intensive course asks students to engage with the emerging field of youth studies in a short research paper.

In this class, we will grapple with questions such as, why study youth? And how do we study youth? How do young people shape their societies? How does the definition of youth change over time? And how can the study of youth illuminate other aspects of society? Students then will apply their knowledge as they research a local youth movement.

Learning Outcomes

Students in this course will:

- Analyze and evaluate historical arguments in short writing assignments as well as weekly discussions
- Analyze the many ways in which age shapes the experience of young people in class discussion
- Identify the various methods, themes and debates that characterize the field of youth studies in class discussion
- Analyze primary sources and craft a research project related to the topic of youth or protest.

Required Course Readings

Jessica K. Taft, The Kids Are in Charge. NYU Press (September 10, 2019)

Course Assignments

Class Participation  15%
Daily Writing 25%
3 Short Essays 30%
Research Paper 30%

Class Participation, Progress Visit and Attendance: We will spend most of our class time debating ideas, methodologies and arguments. For this reason, your attendance at all class sessions is a critical part of the course. I expect you to come to class ready and eager to discuss the assigned readings. This part of your grade is also based on a mid-term progress visit. We will use that time to discuss your participation in the class, the short essays and the final historiography.

Short Essays: These short assignments help you practice evaluating monographs, writing short historiographical assessments and developing professional writing skills.

Research Paper: For this class, students will write a 20 page research paper on a topic related to youth or protest in the Americas. More information will be distributed in class.

Tentative Course Schedule

Week 1: Welcome and Introduction to Youth Studies

Week 2: Thinking about age as a category of analysis
Readings: Articles on BB

Week 3: College Campuses as sites of protest
Reading: Favors, intro to chp 4

Week 4: College Campuses as sites of protest, cont.
Reading: Favors, Chp 5 to the end
Week 5: Student Activism in Latin America  
Reading: Markarian

Week 6: Beyond Campus Protest  
Readings: Pensado and Ochoa, Part 1 and 2

Week 7: Beyond Campus Protest  
Reading: Pensado and Ochoa, Part 3

Week 8: Spring Break

Week 9: Cultural Protest  
Reading: Perry, Intro to Chp 3

Week 10: Cultural Protest  
Reading: Perry, Chp 4 to end

Week 11: Youth in U.S. Social Movements  
Reading: Barrett

Week 12: Youth and the Labor Movement  
Reading: Taft, Intro and Part 1

Week 13: Youth and the Labor Movement  
Reading: Taft, Part 2 and Conclusion

Week 14: Research Week, Individual Meetings

Week 15: Research Presentation  
Rough Draft Due

**Final Drafts are due during our Final Exam period. We will use this time to recap the course and present the research papers.**

**Useful Information**

**Office Hours**
I strongly encourage you to come visit me during my office hours. This is the time for you to seek extra help or further pursue a topic that interests you. Please feel free to come by my office hours. If you cannot make this time, see me after class to set an appointment.

Classroom Conduct
One of the goals of this course is to help students develop their oral communication skills. In order to do this, it is absolutely essential that we all work to create a safe and respectful space in which people can craft arguments and debate ideas. It is necessary that we ground our opinions in evidence, either from the readings, from the lectures or from some other source related to the class. Undoubtedly, there will be disagreement, but so long as we respect differing opinions and refrain from personal attacks, these exchanges will both illuminate the past and help us develop our own interpretations of it.

Your everyday behavior also affects the classroom atmosphere. Arriving late, talking with your neighbors, using the internet and/or studying for other classes distracts both your peers and your instructor and will affect your participation grade. If you are caught engaging in any of these behaviors, I will call you out in class. The first time I will ask you to cease the disruptive behavior. The second time, I will ask you to leave. I strongly discourage the use of laptops or tablets. You may use them only with advance permission, obtained during office hours. All cell phones and other electronic devices must be turned off at the beginning of class.

Late Work
Assignments will be penalized 5% for every day they are late.

If you find that you cannot complete an assignment on time for whatever reason, please email me before the due date and we can negotiate an extension.

Academic Honesty/Plagiarism
Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

Disabilities Accommodations
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 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.C0.03, 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at:

**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.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. The last day to drop a class for the spring semester is April 10, 2020.