

SOCIAL MOVEMENTS IN MODERN WORLD HISTORY

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Class Meeting Time: Mondays and Wednesdays 5:00-6:15 in MHRA 1214

HIS 209-02

UNC Greensboro

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COURSE DESCRIPTION:

Social movements often produce enduring changes in the cultural, political, and economic conditions in a given nation or region. In some cases, social movements work in cooperation with a political movement, while in other cases they challenge an existing political structure. This course emphasizes social and political movements in world history from the late 18th century to the present, and analyzes the historical conditions from which they arose. While we will address well-known historical figures, students will also analyze the impact that the many unheralded individuals and groups played in creating social change. This is not an American history course, but students will be encouraged to make connections to past events in the United States and to their own lives.

One of the most significant goals of the course is to challenge students to critically interpret the past. Students will analyze arguments made by historians and be encouraged to think like historians. The long-term impact of this course for the student is not merely retaining the facts and concepts they learn about history, but also to help shape the way they approach understanding the past and the impact of past social movements on the world today.

STUDENT LEARNING OUTCOMES:

General Education Historical Perspectives Student Learning Outcomes:

- Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
- Utilize evidence to interpret the past coherently, orally and in writing.

General Education Global Non-Western Perspectives Student Learning Outcomes:

- Find, interpret, and evaluate information on diverse cultures.
- Describe interconnections among regions of the world.
- Use diverse cultural frames of reference and alternative perspectives to analyze issues.

MEANINGFUL LEARNING:

The primary goal of any of my history courses is to create meaningful learning for the students. This course has been designed to appeal to a variety of learners through the use of various methods of teaching and assessment. I encourage students to take an active role in utilizing this course to help shape their own understanding of social movements and processes of historical change.

REQUIRED BOOKS:

-Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (Boston: Houghton Mifflin Co., 1999).

-Liang Heng and Judith Shapiro, *Son of the Revolution* (New York: Vintage Books, 1983).

-Alexander Aviña, *Specters of Revolution: Peasant Guerrillas in the Cold War Mexican Countryside* (Oxford: Oxford University Press, 2014).

READINGS:

Students must complete assigned readings by the date they are listed on the class schedule. You should take notes as you read, including factual information, but also noting the central arguments and points of analysis. Your reading notes will be helpful for studying for exams and quizzes, and for writing papers and assignments. Aside from the books, readings (and films) are available on Canvas or the internet.

ATTENDANCE: Attendance at class meetings is required. Students are allowed three unexcused absences. Students will be penalized two points on their final grade for each absence beyond three. Excused absences require a doctor's note or other legitimate documentation. More than six absences may result in the student being dropped from the course. In addition, students should arrive to class on time. Two instances of tardiness will count as one absence.

ELECTRONIC DEVICES: The use of laptops, cell phones, tablets, or any other type of electronic device is prohibited during class.

LATE ASSIGNMENTS: All assignments must be submitted in hard copy. Late assignments will be penalized ten points (out of 100) for each class day they are late. No assignments will be accepted two weeks after the due date.

PLAGIARISM AND ACADEMIC INTEGRITY: Any instance of plagiarism will result in a zero for the assignment, and will be referred to the Dean of Students Office for appropriate action. Any use of sources (books, documents, articles, internet sites, etc.) must be cited properly. Blatant or egregious acts of plagiarism (including copying and pasting) or cheating will result in an "F" for the course and will be referred to the Office of Student Conduct. For more information, see the University's Academic Integrity Policy at the following website: <http://sa.uncg.edu/handbook/academic-integrity-policy/>

PARTICIPATION AND DISCUSSION QUESTIONS: Participation in class discussions is mandatory. Opportunities for discussion will be present during each class, and especially on class "discussion" days. On "discussion" days (see the class schedule), students should come to class with two discussion questions, which may be posed to other students for discussion.

GRADING

DISCUSSION QUESTIONS/PARTICIPATION	20%
MIDTERM	20%
FINAL EXAM	20%
PAPERS	20% (10% each)
QUIZZES/ASSIGNMENTS	20% (5% each)

CLASS SCHEDULE

NOTE: Readings and assignments should be completed by the date they are listed.

AUGUST 16: CLASS INTRODUCTION/ WHY STUDY HISTORY?

PART ONE: AFRICA AND THE ATLANTIC WORLD

AUGUST 21: THE AFRICAN COAST/THE ATLANTIC SLAVE TRADE

Reading: Hochschild, 1-60; View PATH module 8: 3 videos and Academic Integrity Message at:
<http://library.uncg.edu/tutorials/index.aspx?m=8>

AUGUST 23: THE ATLANTIC SLAVE TRADE 2/ SLAVE TRADE DATABASE

-Bring laptop or tablet to class if possible

Reading: Hochschild, 61-139

AUGUST 28: ABOLITIONIST MOVEMENT/ LEGACY OF SLAVERY

Reading: Hochschild, 140-181; p. 102 in David Brion Davis, *Inhuman Bondage* (on Canvas)

AUGUST 30: DISCUSSION/COLONIZATION IN AFRICA/CONGO REFORM MOVEMENT

-Reading: Hochschild, 185-252

-Slave Trade Database Assignment due: submit as quiz through Canvas

PART TWO: INDEPENDENCE MOVEMENTS AND THE POSTCOLONIAL WORLD

SEPTEMBER 6: INDIAN INDEPENDENCE MOVEMENT AND PARTITION

Reading: Hochschild, 253-306

SEPTEMBER 11: AFRICAN INDEPENDENCE MOVEMENTS/ CONNECTIONS TO C.R.

Watch film: "Gandhi" (1982)

SEPTEMBER 13: APARTHEID IN SOUTH AFRICA/ANTI-APARTHEID MOVEMENT

-Reading: David Hardimann, "Gandhi in His Time and Ours" (on Canvas)

-In-class quiz on "Gandhi" film, Hardimann article and *King Leopold's Ghost*

PART THREE: POLITICAL AND CULTURAL REVOLUTIONS IN CHINA AND SOUTHEAST ASIA

SEPTEMBER 18: ROOTS OF THE COLD WAR

Reading: Liang and Shapiro, 1-60; Andrei Zhdanov speech, Truman Doctrine speech (Canvas)

SEPTEMBER 20: 20TH CENTURY CHINA

Reading: Liang and Shapiro, 61-110

SEPTEMBER 25: CHINESE CULTURAL REVOLUTION

Reading: Liang and Shapiro, 111-160

SEPTEMBER 27: VIETNAM WAR

Reading: Liang and Shapiro, 161-208

OCTOBER 2: THINKING LIKE A HISTORIAN

Reading: Liang and Shapiro, 209-258

OCTOBER 4: NO CLASS

Reading: Liang and Shapiro, 259-292

OCTOBER 11: REVIEW FOR MIDTERM EXAM

Son of the Revolution paper due at the beginning of class

OCTOBER 16: MIDTERM EXAM

PART FOUR: REVOLUTIONS AND SOCIAL MOVEMENTS IN LATIN AMERICA

OCTOBER 18: MEXICAN REVOLUTION

Reading: Aviña, 1-39

OCTOBER 23: CUBAN REVOLUTION

Reading: Aviña, 40-89

OCTOBER 25: MEXICAN STUDENT MOVEMENT

Reading: Aviña, 90-136

OCTOBER 30: DIRTY WARS IN LATIN AMERICA/MOTHERS OF THE DISAPPEARED

Reading: Aviña, 137-180

Information Literacy assignment due (submit as quiz through Canvas)

NOVEMBER 1: RACE RELATIONS IN CUBA AND THE UNITED STATES

Reading: TBA

NOVEMBER 6: AMERICAN CIVIL RIGHTS MOVEMENT IN INTERNATIONAL CONTEXT

Specters of Revolution book review due at the beginning of class

NOVEMBER 8: QUIZ/DISCUSSION

View film: *El Violín*, directed by Franciso Vargas (Link on Canvas; DVD available in library)

NOVEMBER 13: THE GLOBAL COLD WAR

PART FIVE: THE MIDDLE EAST AND RECENT SOCIAL MOVEMENTS

NOVEMBER 15: ISRAELI/PALESTINIAN CONFLICT

Reading: Israeli-Palestinian Conflict article (Canvas)

NOVEMBER 20: THE ARAB SPRING

NOVEMBER 27: RECENT SOCIAL MOVEMENTS

View Arab Spring videos (on Canvas)

NOVEMBER 29: REVIEW FOR FINAL EXAM

FINAL EXAM: DECEMBER 1, 7:00P.M.-10:00 P.M.