

SOCIAL MOVEMENTS IN MODERN WORLD HISTORY

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HIS 209-01

Online Course

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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:

- Analyze and contextualize primary and secondary sources.
- Utilize documentary evidence to construct historical arguments.
- Examine various social and political movements in non-western world history.
- Exhibit an understanding of history and social movements through a variety of assessments.
- Appreciate the various perspectives and historical interpretations made by fellow students.

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. Online learning presents some challenges, but also offers some unique opportunities. 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.

IMPORTANCE OF READING THIS SYLLABUS:

It is always important to read a course syllabus carefully, especially for online courses. You are responsible for understanding the content of this syllabus and adhering to the policies that it sets forth. In addition, there will be a syllabus quiz that will count for five percent of your overall grade for the course!

GRADING:

PROJECTS (10% each: two papers, one book review, museum display, video presentation) 50%
QUIZZES (5% each: There is no quiz in Part III; source analysis will count as a quiz grade) 25%
DISCUSSION BOARD (5% for each post, with each post requiring two submissions) 25%

REQUIRED BOOKS:

- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (Boston: Houghton Mifflin Co., 1999).
- Elleke Boehmer, *Nelson Mandela: A Very Short Introduction* (Oxford: Oxford University Press, 2008).
- 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 should take notes on the readings, including factual information, but also noting the central arguments and points of analysis. You should also write down any reactions you have to the readings in your reading notes. Your notes will be helpful on quizzes, discussion boards, and projects. Aside from the books, readings are available on Canvas (Files) or on the internet.

EARLY SUBMISSION OF ASSIGNMENTS:

Any project or quiz can be submitted up to seven days prior to its due date. See “Discussion Board Posts” below for rules on early discussion board submissions.

LATE ASSIGNMENTS:

Late assignments will be penalized ten points (out of 100) each calendar day they are late. Any assignment that is ten days late or more receives a zero. Discussion board posts cannot be turned in late. Any discussion board submissions that are late will automatically receive a score of zero.

COMMUNICATION:

“Three Before Me”: Before e-mailing me, a student should check to see if their question could be answered by 1) Reading the syllabus carefully 2) Checking Canvas for updates, including class announcements 3) Carefully reading a prompt for an assignment or the instructions for a quiz, and carefully watching course videos and viewing class slides.

That said, if a student has done their due diligence in seeking the answer to a question, I am more than happy to assist via e-mail. I am also very willing to meet with a student in my office or at the campus library. If a student is having problems understanding course content, they should seek a meeting. **I am always up for talking about history!!!**

Students can expect e-mail responses within 48 hours, but in almost every case my response will be much quicker. If I have not responded within 48 hours, please check your sent mail to ensure that your e-mail actually went through. If so, send me a follow-up e-mail.

Students should check Canvas often (3-4 times per week) for updates, including announcements and file uploads. I suggest checking grades frequently (more than once per week) to ensure that you have received credit for your work. If there is a grade concern, let me know immediately.

QUIZZES:

Quizzes should be completed through Canvas, after you have completed all prior tasks. Students are allowed to utilize any of the class materials, such as readings, notes, slides, and videos, to help them answer the questions. You may not seek answers from other students, and such an action will be considered to be an academic integrity violation that will be referred to the Dean of Students Office. Quizzes must be **completed** by 5:00 P.M. on the due date.

DISCUSSION BOARD POSTS:

Discussion board posts require two separate submissions, which should be clearly labelled:

A) The student's original thoughts on the question or prompt, rooted in evidence from the readings, class slides and/or videos. B) A response to another student's post in which you analyze their statements or provide further evidence to support their initial post. You may post up to a week in advance for submission A if you have completed all the tasks (readings, slides, videos) prior. For submission B, you can post up to two days before the deadline (as that is when submission A is closed). For example, for Discussion Board #1, you can post submission 1A beginning on January 31, but no later than 5:00 P.M. on February 6. Your window for posting submission 1B would be between 5:01 P.M. on February 6 and 5:00 P.M. on February 8. See the class schedule for due dates. Each submission should be 5-8 sentences. Thus, the total would be between 10-16 sentences for submissions A and B combined. **You should strictly adhere to these sentence restrictions.** Any submission under five sentences will automatically lose points. The instructor will stop reading any single submission after eight sentences.

WHAT SHOULD I WRITE IN MY POSTS? The discussion board posts are a chance for you to demonstrate that you have thought critically about the class readings, videos, and slides. Thus, you should give your thoughts on certain topics (especially controversial ones), but those thoughts should be rooted in some sort of evidence. You should think carefully about what you want to say and write clearly. You should make your points as concise as possible. Posts that have a lot of grammar or spelling mistakes will lose points. Submission B should respond in a thoughtful way to another student's post. Always be respectful and never personally attack another student. However, you are allowed to challenge another student's interpretation or suggest how their interpretation might be improved. You can also agree with other students' posts, but you should not merely reiterate what they said. If you quote or paraphrase an author, put the author's name and the page number. For example: (Hochschild, 58).

SUBMITTING PROJECTS:

Submit projects via e-mail attachment to bwsuttel@uncg.edu no later than 5:00 P.M. by the date listed. The title of your document should be P(number of project) followed by a space and then your last name (Capitalize first letter) and your capitalized first initial.

For example: P1 SuttellB Project 2 would be: P2 SuttellB

Written documents should be typed in Microsoft Word. Let me know if this is not possible for you. Use Times New Roman, 12-point font with one inch margins, and double-spacing. I highly recommend you submit projects a day early to allow for any technical problems, including power or internet outages. Such instances will not be accepted as excuses for late submissions. I also recommend you save your work repeatedly in different formats. A computer crash or lost zip-drive or similar occurrences will not be accepted as excuses for late submissions.

-The two papers and the book review require you to use Chicago/Turabian style footnotes for citations. See paper and book review prompts for details.

-Project 3 requires you to submit a video presentation. Details will be included in the prompt (on Canvas). Be sure to strictly adhere to the 3-5 minute presentation guideline.

-All five projects must include the following statement followed by the student signature and date. For the video presentation, you may state it verbally or include the statement via e-mail.

I HAVE ABIDED BY THE UNCG *Academic Integrity Policy* ON THIS ASSIGNMENT.

Student's Signature _____ Date _____

SLIDES:

I highly suggest that you take notes from the slides. Many of the PowerPoint slides include blanks for you to fill-in. The answers for the blanks can be found in a variety of ways. Some of the answers will come from the teacher videos that I have created. Others come from course readings. In other cases, I have provided the answers on the final slide(s) of the presentation, including relevant explanations. Some of the slides have videos or other links embedded in them. If so, you should view the video or link unless otherwise noted.

VIDEOS:

You should take notes from the teacher-created videos and all other class videos. Write down factual information in your notebook, but also write your thoughts about the most significant themes. Feel free to e-mail me with questions if you are unclear on any topic, or if you would like to discuss it further.

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 may result in an "F" for the course and will be referred to the Dean of Students Office. Students must view the UNCG videos on plagiarism. Students are not permitted to ask other students for answers to quiz questions. Such an action will be considered an academic integrity violation. For more information, see the University's Academic Integrity Policy at the following website: <http://sa.uncg.edu/handbook/academic-integrity-policy/>

NOTICE:

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, oars.uncg.edu

PACING YOUR WORK LOAD:

This course has been designed to allow for some flexibility in the time for completion of assignments. You should complete all the tasks in order. I recommend placing a check next to each task once it is completed. You should never wait until the last minute to try to complete a lot of tasks. I have included a suggested timeline for the books. You may choose to complete the readings early, and I do not recommend that you get far behind. The same is true for any of the class videos and slides. To allow for emergencies or sicknesses, it is a good strategy to attempt to stay at least a day or two ahead of the suggested schedule at all times.

NOTE:

The following schedule is subject to minor changes and adjustments. Students will receive notice of any changes via Announcements in Canvas.

COURSE SCHEDULE:

INTRODUCTION:

- __Read syllabus carefully (January 17)
- __View teacher video: course introduction (January 17)
- __View PATH Module 8: 3 videos and explanations and Academic Integrity Message at:
<http://library.uncg.edu/tutorials/index.aspx?m=8>
- __View teacher video: plagiarism (January 17)
- __**SUBMIT QUIZ 1: syllabus and plagiarism quiz by January 18**

PART I: AFRICA AND THE ATLANTIC WORLD:

- Read Adam Fairclough, *King Leopold's Ghost*, and take notes as you read.
-Suggested timeline: -Jan. 25=up to p.100 -Jan. 30=p.184 -Feb 3=p. 252 - Feb.8=Finish
- __View teacher video: the slave trade (January 20)
 - __View Slave Trade Slides and videos (January 20)
 - __Read Stephen Fuller Papers (on Canvas under Files) (January 23)
 - __Read Davis, *Inhuman Bondage*, p.102 (On Canvas under Files) (January 23)
 - __Go to www.slavevoyages.org → Read articles listed on S.T. Database Instructions (Jan. 23)
 - __Read Slave Trade Database instructions (On Canvas under Files) (January 23)
 - __**SUBMIT QUIZ 2 (questions about S.T. Database, Hochschild up to p.100, videos, slides, readings) by January 25**
 - __View teacher video: American Civil War (January 27)
 - __Read: Civil War secession ordinances (January 27)
 - __View slides on colonization in African (January 30)
 - __View: Colonization in Africa website (January 30)
 - __View: "Red Rubber, Black Death" Video (February 3)
 - __Reminder: Finish reading *King Leopold's Ghost* by February 8
 - __**SUBMIT: Discussion board posts (Submission 1A due February 6, submission 1B due Feb. 8)**
 - __**SUBMIT PROJECT #1: Paper on *King Leopold's Ghost* by February 15 (prompt on Canvas)**

PART II: INDEPENDENCE MOVEMENTS AND THE POSTCOLONIAL WORLD

- Read Elleke Boehmer, *Nelson Mandela: A Very Short Introduction*
-Suggested timeline: Feb. 20=up to p.50 -Feb. 22=p.81 -Mar.3=p.109 Mar. 10=Finish
- __View film: Gandhi (1982)- link on Canvas under Files, DVD also available at library (Feb 17)
 - __Read: David Hardiman, *Gandhi in His Time and Ours*, p.1-11 and p.51-65 (Feb 20)
 - __View slides on colonization and Indian independence movement and partition (Feb. 20)
 - __**SUBMIT QUIZ 3 (Questions about colonization, Indian independence, partition) by Feb. 22**
 - __View slides about African independence movements (February 24)
 - __View video clip on Algerian War (February 24)
 - __View teacher video on Ghanaian independence movement (February 27)
 - __Listen to speech by Kwame Nkrumah (link on Canvas under "Files") (February 27)
 - __**SUBMIT: Discussion board posts: Submission 2A due Feb. 27, submission 2B due March 1**
 - __View concert in Zimbabwe clips (March 3)
 - __Reminder: Finish *Nelson Mandela: A Very Short Introduction* by March 10
 - __**SUBMIT PROJECT 2: Museum display of Nelson Mandela by March 22 (See Canvas under "Files" for instructions)**

PART III: POLITICAL AND CULTURAL REVOLUTIONS IN CHINA

Read Liang Heng and Judith Shapiro, *Son of the Revolution*

Suggested timeline: March 27=up to p.110 -March31=p.188 –April 3=Finish

- __View slides on 20th Century China (March 24)
- __View teacher video: Cultural Revolution and its legacy (March 27)
- __View video on Cultural Revolution (March 27)
- __**SUBMIT: Source analysis/information literacy assignment by March 29 (AKA QUIZ 4)**
- __Read Cultural Revolution Documents (on Canvas under “Files”) (March 31)
- __Reminder: Finish *Son of the Revolution* by April 3
- __View teacher video: China after Mao (April 3)
- __View video on Tiananmen Square Massacre (April 3)
- __**SUBMIT Discussion Board Posts: Submission 3A by April 3; Submission 3B by April 5**
- __**SUBMIT PROJECT 3: Video presentation on *Son of the Revolution* by April 5 (see Canvas)**

PART IV: REVOLUTIONS AND SOCIAL MOVEMENTS IN LATIN AMERICA

Read Alexander Aviña, *Specters of Revolution*

-Suggested timeline: April 7=up to p. 38 April 10=110 April 17=Finish

- __View teacher video: Mexican Revolution (April 7)
- __View slides: Mexican Revolution (April 7)
- __View slides: Mexican student movement (April 7)
- __View slides: Cuban revolution (April 10)
- __View teacher video: Race relations in Cuba and the United States (April 10)
- __Read: Latin American exceptionalism (April 10)
- __View teacher video: Civil Rights in U.S. and abroad (April 12)
- __View slides: Civil Rights/Human Rights (April 12)
- __View video: Mothers of the disappeared (April 12)
- __**SUBMIT Discussion Board Posts: Submission 4A by April 10; Submission 4B by April 12**
- __Reminder: Finish *Specters of Revolution* by April 17
- __**SUBMIT PROJECT 4: Book review on *Specters of Revolution* (prompt in Canvas) by Apr. 19**
- __View film, *El Violín* (AKA “The Violin,” directed by Francisco Vargas), available through Amazon Video or other sites for a small fee, DVD available in library (April 21)
- __View slides: topic TBA (April 24)
- __View teacher video: topic TBA (April 24)
- __**SUBMIT QUIZ 5 (on all topics in PART IV) by April 26**

PART V: RECENT SOCIAL MOVEMENTS

- __View video, “How the Arab Spring Began” (April 28)
- __View video: Revolution in Egypt (April 28)
- __Read: Botelho, “Arab Spring Aftermath: Revolutions Give Way to Violence, More Unrest” (April 28)
- __View teacher video: The World Today (May 1)
- SUBMIT: Discussion Board post: Post 5 due by May 1 (note: only one post required for this discussion due to May 3 being the University’s “Reading Day”)**
- SUBMIT Final Paper (Project 5): Teaching World History (See Canvas for prompt) by May 8 (May 10 is final day for late submissions)**