

SOCIAL MOVEMENTS IN MODERN WORLD HISTORY

Dr. Brian Suttell

E-Mail: bwsuttel@uncg.edu

Spring 2020 (Winter Term course)

Office Hours: Mondays 9:30 AM-12:30 PM, Video conferences by appointment

HIS 209-81

Online Course

UNC Greensboro

COURSE DESCRIPTION:

Social movements often produce enduring changes in the cultural, political, and economic conditions in a 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 by using 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. There will be a syllabus quiz which counts for 10 percent of your overall course grade!

NOTE ABOUT WINTER TERM COURSE:

Students should be fully aware that winter term courses are much more intensive per day than similar courses offered in the spring or fall. This is a three credit hour course taking place in only approximately five weeks. Thus, students should be prepared to have a heavier workload per week than what would reasonably be expected in the spring or fall.

GRADING:

QUIZZES (10% each: Source analysis assignment will count as a quiz grade)	50%
PROJECTS (10% each: paper, video presentation)	20%
DISCUSSION BOARD (10% for each post, with each post requiring two submissions)	30%

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). Available as an e-book through the library

READINGS:

Students should take notes on the readings, including facts, 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 five days late or more receives a zero. **Discussion board posts cannot be turned in late.** Any late discussion board submissions will 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 an assignment prompt or quiz instructions, or by watching course videos and viewing class slides. If a student has done their due diligence in seeking an answer, I am more than happy to assist via e-mail. If a student has problems understanding course content, they are welcome to seek a meeting. Students can expect e-mail responses within 48 hours, but in almost every case my response will be quicker. If I have not responded within 48 hours, please check your sent mail to ensure that your e-mail 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 to ensure that you have received credit for your work. If there is a grade concern, let me know immediately.

QUIZZES:

Submit quizzes via Canvas, after completing all prior tasks. Students are allowed to utilize class materials, such as readings, notes, slides, and videos, for the quizzes. You may not seek answers from other students; such an action will be considered an academic integrity violation that will be referred to the Dean of Students. Quizzes must be **submitted** 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 five days in advance for submission A if you have completed all the tasks (readings, slides, videos) prior. For submission B, you can post up to three days before the deadline (as that is when submission A is closed). For example, for Discussion Board #2, you can post submission 2A as early as December 26, but no later than 5:00 P.M. on December 31. Your window for posting submission 2B would be between 5:01 P.M on December 31 and 11:59 P.M. on January 2. 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. Vague sentences such as "I liked your post" will not count as legitimate sentences for credit for the posts.

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 with grammar or spelling mistakes will lose points. Submission B should respond in a thoughtful way to another student's post and should also include specific evidence. Always be respectful and never personally attack another student. However, you can challenge another student's interpretation or suggest how their interpretation might be improved. You can 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:

Prompts and rubrics for the projects can be found in Canvas under Files. 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. 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 paper requires you to use Chicago/Turabian style footnotes for citations. See paper and book review prompts for details.

-Project 2 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 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:

Slides are located in Canvas under Files. I 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 facts in your notebook, but also write your thoughts about 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 will result in a zero for the assignment or quiz and 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 always stay at least a day or two ahead of the suggested schedule.

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 (December 16)
- __ View teacher video: 209 course introduction (December 16)
- __ View PATH Module 8: 3 videos and explanations and Academic Integrity Message at: <http://library.uncg.edu/tutorials/index.aspx?m=8> (December 16)
- __ View teacher video: plagiarism (December 16)
- __ **SUBMIT QUIZ 1: syllabus and plagiarism quiz by December 17**

PART I: AFRICA AND THE ATLANTIC WORLD:

Read Adam Fairclough, *King Leopold's Ghost*, and take notes as you read.

-Suggested timeline: December 18=read up to p.100 December 21=p.185 December 23=p.242 December 26=Finish

- __ View teacher videos: The slave trade 1, 2 (December 17)
- __ View Slave Trade, African Coast slides, including the videos linked in the slides (December 17)
- __ Read Stephen Fuller Papers 1-5- Note: Fuller was a British slave trade agent for the colony in Jamaica (on Canvas under Files) (December 17)
- __ Read Davis, *Inhuman Bondage*, p.102 (On Canvas under Files) (December 17)
- __ Go to www.slavevoyages.org → Read articles listed on Slave Trade Database Instructions (December 17)
- __ Complete Slave Trade Database Assignment (On Canvas under Files)—you do not submit this assignment, but many of the quiz questions come directly from this assignment (December 18)
- __ **SUBMIT QUIZ 2 (questions about S.T. Database, Hochschild up to p.185, videos, slides, readings) by December 19**
- __ View teacher videos: American Civil War, slavery 1, 2 (December 19)
- __ Read: (Civil War) secession ordinances (December 19)
- __ View: Slides on colonization in Africa (December 19)
- __ View: Colonization in Africa website- see Colonization in Africa slides for the link (December 19)
- __ View: “White King, Red Rubber, Black Death” Video clip (December 19)
- __ **SUBMIT: Discussion board posts (Submission 1A due December 20 by 5:00 P.M., 1B due December 23)**
- __ Reminder: Finish reading *King Leopold's Ghost* by December 26
- __ **SUBMIT PROJECT #1: Paper on *King Leopold's Ghost* by December 27 (prompt on Canvas)**

PART II: INDEPENDENCE MOVEMENTS AND THE POSTCOLONIAL WORLD

- __ View film: “Gandhi” (1982), directed by Richard Attenborough- link on Canvas under Files, DVD available at library. Also available from Amazon Video or other sites (December 28)
- __ Read: David Hardiman, *Gandhi in His Time and Ours*, p.1-11 and p.51-65 (December 28)
- __ View slides on Indian independence movement and partition (December 28)

- __ View slides about African independence movements (December 28)
- __ View video clip on Algerian War- see African independence movements slides (December 28)
- __ View teacher videos on Ghanaian independence movement (December 30)
- __ Listen to speech by Kwame Nkrumah- see African independence movements slides, click on #5, “Colonialism, Imperialism, Racism in Africa” (December 30)
- __ **SUBMIT: Discussion board posts: (Submission 2A due December 30 by 5:00 P.M., 2B due January 2)**
- __ View slides about apartheid in South Africa (January 2)
- __ Read article: TBA (January 2)
- __ View concert in Zimbabwe clips (January 2)
- __ **SUBMIT QUIZ 3 by January 3 (Questions on all material in Part II)**

PART III: POLITICAL AND CULTURAL REVOLUTIONS IN CHINA

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

Suggested timeline: January 6=up to p.110 –January 8=p.188 –January 10=Finish

- __ View slides on 20th Century China (January 6)
- __ View 3 teacher videos: Cultural Revolution and its legacy (January 6)
- __ View video on Red Guards—see 20th Century China slides for link (January 6)
- __ Read: “The Sixteen Points: Guidelines for the Great Proletarian Cultural Revolution”:
http://afe.easia.columbia.edu/ps/cup/sixteen_points.pdf (January 7)
- __ Complete Source analysis/information literacy assignment (you will not actually “turn in” this assignment- questions about it will appear on Quiz 4) (January 7)
- __ View video on Tiananmen Square Massacre (January 8)
- __ **SUBMIT QUIZ 4 by January 9: Includes questions from Source analysis/information literacy assignment, *Son of the Revolution* up to p.110, and class videos and slides)**
- __ Reminder: Finish *Son of the Revolution* by January 10
- __ **SUBMIT PROJECT 2: Video presentation on *Son of the Revolution* by January 14 (see Canvas for prompt)**

PART IV: REVOLUTIONS AND SOCIAL MOVEMENTS IN LATIN AMERICA AND THE UNITED STATES

Read Alexander Aviña, *Specters of Revolution*

-Suggested timeline: January 14=up to p. 38 –January 17=p.110 –January 20=Finish

- __ View slides: Mexican Revolution (January 14)
- __ View slides: Mexican student movement (January 14)
- __ Read/Listen: “Mexico ’68: A Movement, a Massacre, and the Forty Year Search For the Truth,” available at: <http://www.radiodiarries.org/mexico-68-a-movement-a-massacre-and-the-40-year-search-for-the-truth/> (January 15)
- __ View film, *El Violín* (AKA “The Violin,” directed by Francisco Vargas), link available through UNCG library. DVD available in the library. Also available through Amazon Video or other sites for a small fee. See Canvas for important announcement about the first five minutes. Due to graphic nature, you can choose to skip the first five minutes (January 16)
- __ View slides: Cuba (January 17)
- __ View teacher video: Race in Cuba (January 17)
- __ View slides: Civil Rights, Black Power (January 20)

- __ View teacher video: Civil Rights in U.S. and abroad (January 20)
- __ View video: Mothers of the disappeared (January 20)
- __ SUBMIT Discussion Board Posts (Submission 3A due January 20 by 5:00 P.M., 3B by January 22)
- __ Reminder: Finish *Specters of Revolution* by January 20
- __ SUBMIT QUIZ 5 (on all topics in PART IV) by January 23
- __ January 24 by 5:00 P.M.: Final Day to Submit Quiz 5 for a late grade