

**Discussions on Social Reform in the 20<sup>th</sup> and 21<sup>st</sup> Centuries**  
Fall Semester 2012

**Instructor:** Scott A. McLaughlin

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**Meeting dates and times:** Sept 12, Oct 17, Nov 14, and Dec 12, 2012; Weds 4:30-7:30pm & online using EDU 2.0

**Location:** Dupont Hall, Fort Ethan Allen, 123 Ethan Allen Avenue, Suite 301, Colchester, Vermont

**Office hours:** By appointment

**Credits:** 15 relicensure hours and 1 graduate credit available upon request

**Course Description and Rationale:**

This course covers various characters and critical issues of the social reform movements of the 20<sup>th</sup> and 21<sup>st</sup> centuries (e.g., women's suffrage, ethnic and group identity movements, civil rights movements) with a focus on varying contemporary perspectives. In addition to content knowledge, the course will also address best practices in facilitating classroom discussions and teaching the skills of reading for knowledge and understanding.

**Learning Goal:**

The content of this course is designed to make you aware of the diverse interests and perspectives during the civil rights revolutions of the past century. The intent is also to provide you with the skills necessary to lead classroom discussions concerning these topics.

**Course Objectives:**

By the end of the semester, you should be able to:

1. Knowledge Standard – Demonstrate an understanding of the significant events, developments, and turning points during the “Rights Revolution” in the modern era from multiple perspectives
2. Performance Standard – Demonstrate skill in examining and interpreting reform movements, events, and issues through active discussions
3. Performance Standard – Demonstrate the ability to create instructional and assessment tasks that teach students to analyze and interpret secondary sources, identify cause and effect, and differentiate among fact, opinion, and interpretation

**Required Texts:**

Copies of the required texts and additional reading materials will be provided by the instructor free of charge.

Alaniz, Yolanda and Megan Cornish

2008 *Vive la Raza: A History of Chicano Identity*. Red Letter Press, Seattle, Washington.

Engdahl, Sylvia

2012 *The Women's Liberation Movement*. Greenhaven Press, Detroit, Michigan.

Holsaert, Faith S., Martha Prescod, Norman Noonan, and Judy Richardson (editors)

2010 *Hands on the Freedom Plow: Personal Accounts by Women in SNCC*. University of Illinois, Urbana, Illinois.

Maeda, Daryl Joji

2011 *Rethinking the Asian American Movement*. Routledge, New York.

Malaspina, Ana

2011 *The Ethnic and Group Identity Movements: Earning Recognition*. Chelsea House, New York.

McNeese, Tim

2008 *The Progressive Movement: Advocating Social Change*. Chelsea House, New York.

Shreve, Bradley

2011 *Red Power Rising: The National Indian Youth Council and the Origins of Native Activism*.  
University of Oklahoma Press, Norman, Oklahoma.

Skurzynski, Gloria

2009 *Sweat and Blood: A History of U.S. Labor Unions*. Twenty-First Century Books, Minneapolis,  
Minnesota.

Tushnet, Mark

2009 *The Rights Revolution in the Twentieth Century*. American Historical Association, Washington,  
DC.

### **Accommodations for Students with Disabilities:**

In order to receive accommodations for disabilities in this course, you must contact the instructor immediately. We will make every effort possible to provide you with the assistance you need.

### **Classroom & Online Code of Conduct:**

Students and the instructor will at all-time conduct themselves in a manner that serves to maintain, promote, and enhance the high quality academic environment. To this end, it is expected that students and the instructor will adhere to the following guidelines. Students and the instructor will...

1. Attend all regularly scheduled face-to-face classes and online completion dates for projects.
2. Arrive prepared for class and on time and will remain in class until the class is dismissed.
3. Treat all members of the learning community with respect. Toward this end, they will promote academic discourse and the free exchange of ideas by listening with civil attention to comments made by all individuals in the face-to-face class and provide constructive and nonjudgmental comments in the online component of the course.
4. Maintain an appropriate academic climate by refraining from all actions that disrupt the learning environment and preventing the discussions during the course from being open, encouraging, and friendly (e.g., being highly critical and nonconstructive with comments, ostentatiously not paying attention, leaving and reentering the classroom inappropriately, intentionally diverting discussions away from course content).

### **Late Assignments:**

Due to the intensity of this course, all assignments must be completed on time. Please budget your time wisely. However, unforeseen issues will arise and you may find yourself unable to complete an assignment on time. Please notify me immediately should this situation occur. Since this course builds upon previous discussions and in-class exercises, all missing or incomplete work will have to be fulfilled shortly after it was originally due. You will not receive credit for work that is late unless you have the instructor's permission to do so.

### **Contributions in Class:**

Participation in discussions (i.e., face-to-face and online) and the in-class exercises is mandatory to get the full benefit from this course. I expect everyone to speak and participate in class. Much of what you will gain from this class will come out of the discussions and the hands-on in-class activities.

### **Academic Integrity & Professionalism:**

The principal objective of following an academic code of integrity and professionalism is to promote an intellectual climate. Academic dishonesty or an offense against academic honesty includes acts that may subvert or compromise the integrity of the educational process. Such acts are serious offenses that insult the integrity of the entire academic community. Each student in this course is responsible for knowing and observing the following code.

I expect all students in this class to be committed to honesty and excellence in their academic work. Being unaware of what constitutes academic dishonesty (such as not knowing what plagiarism is) does not absolve you from the responsibility of being honest in your academic work. Academic integrity is an essential part of learning. Students are expected to conduct themselves in an ethical manner.

Offenses such as plagiarism, fabrication, collusion, or cheating are deemed serious and insult the integrity of the entire academic community. Any suspected violations will not be tolerated and all allegations will be addressed. In this course, you will receive no credit for work that contains minor offenses against academic honesty; however, misrepresenting substantial and significant portions of written work or cheating constitutes a major offense and may result in harsher disciplinary action, including dismissal from the course.

### **How to Avoid Academic Dishonesty:**

- Read and make sure you understand the section above.
- Keep track of all your sources when conducting research.
- Take careful notes and make it clear what is a direct quotation, a paraphrase, or another person's idea.
- Follow a conventional system of documentation (i.e., footnotes, endnotes, bibliography).
- Understand when and how to appropriately cite sources within a paper or presentation.
- Always double-check your work to avoid making errors.
- Reread the section above before submitting your work for grading. Search for areas where you might have accidentally violated the code in any way.
- Before you submit any work for grading, ask for assistance in evaluating your work in the area of academic honesty from the instructor.

### **Course Learning Strategies:**

Classes will begin with a recap of the reading assignment and an opportunity to ask questions about the historical content. Students must come to each class prepared with four questions that arose while reading the texts. Afterward, we will use student-written discussion prompts to facilitate group discussions. Some of these discussions will be led by students taking the course for graduate credit. Evaluation and discussion about the student-written prompts will continue in the course's online classroom. Those taking the course for graduate credit will be involved in additional online discussions related to teaching with literature and the history of the Civil War era will also take place between face-to-face classes. These discussions will link the content of each face-to-face class, providing continuity within the course. All students should expect to spend 12 hours in the face-to-face classroom and those taking the course for graduate credit should expect approximately 1 hour each month (3 hours total for the course) working in our asynchronous online classroom.

### **Assignments:**

#### EDU 2.0 Online Discussions (3 discussions)

An essential element for student learning is written and oral reflection on the course material and experiences. To have an experience is not enough to ensure learning; you need to reflect intentionally and thoughtfully upon the experience and upon what you learned from it. So on three occasions we will engage in an on-line discussion using EDU 2.0. The class or the instructor will choose the topic. The narrative portion of your first discussion entry should be at least 300 words. Following your first entry, you are asked to respond to two peer entries in at least 100 words each.

#### Leading In-class Discussions (2 discussions)

Students will lead two thirty-minute in-class discussions during the semester concerning a topic addressed by the day's course readings.

Questions and Discussion Prompts (4 of each per class)

In preparation of each class, students need to write four questions that arise while reading the course texts. They also need to prepare four discussion prompts that they might use with students. Please send these to the instructor at least two days before class.

**Electronic Submissions/Internet Use:**

- All handouts, PowerPoint presentations, and on-line discussions will be posted on EDU 2.0.
- Materials can be submitted by email attachment to my email account at [scott@turningpointsinamericanhistory.org](mailto:scott@turningpointsinamericanhistory.org). Use Word formatted text, Plain Text, Rich Text, or PDF file formats. Please write "Book Group" in the subject line of any email you send to me. If you do not receive an email confirmation from me, assume that I have not received your email and try contacting me again.

**Contribution of Each Assignment:**

<b>Course Assignments</b>		<b>Grading System</b>	
<u>Face-to-Face Classroom Discussions</u>		966-1000	A+
Engagement (4 @ 50 pts each)	200	933-965	A
<u>On-line Discussions</u>		900-932	A-
Entries (3 @ 100 pts each)	300	866-899	B+
<u>Homework Assignments</u>		833-865	B
Questions (4 @ 25 pts each)	100	800-833	B-
Prompts (4 @ 25 pts each)	100	766-799	C+
Leading classroom discussion (2 @ 150 pts each)	300	733-765	C
<b>Total Points</b>		700-732	C-
		666-699	D+
		633-665	D
		600-632	D-
		0-599	F

**Grading Rubric:**

A+ through A- For any work to receive an "A," it must clearly be exceptional or outstanding work. It must demonstrate keen insight and original thinking. It must not only demonstrate full understanding of the topic or issues addressed, but it must also provide a critical analysis of these. In addition, an "A" grade reflects your ability to articulate clearly and carefully your thoughts concerning what you have learned about the topic or issue.

B+ through B- For any work to receive a "B," it must be good to excellent work. It must demonstrate strong originality, comprehension, critical thinking, and attention to detail. In addition, a "B" grade reflects your ability to articulate clearly your thoughts concerning what you have learned about the topic or issue.

C+ through C- For any work to receive a "C," it must meet the expectations of the assignment. It must demonstrate solid comprehension, critical thinking, and attention to detail. In addition, a "C" grade reflects your ability to articulate adequately your thoughts concerning what you have learned about the topic or issue.

D+ through D- For any work to receive a "D," it must marginally meet the expectations of the assignment. It demonstrates minimal comprehension, critical thinking, and attention to detail. In addition, a "D" grade reflects your difficulty in articulating your understanding of the topic or issue.

E Work that receives an "F" grade does not meet the expectations or objectives of the assignment. It demonstrates consistent problems with comprehension, organization, critical thinking, and supporting details. In addition, an "F" grade reflects your inability to articulate your thoughts concerning what you have learned about the topic or issue.

P indicates satisfactory completion of the course objectives and achievement of 700 points or greater from completion of the course evaluative measures (i.e., discussion entries, quizzes, exam).

NP indicates failure to meet the course objectives and failure to achieve 700 points or greater from completion of the course evaluative measures (i.e., discussion entries, quizzes, exam).

### **Instructional Sequence:**

**Note:** *Additional short articles, blogs, and website content will be given in connection with each month's online discussion.*

#### **Class 1 (Sept 12): The Beginnings of a New Revolution?**

Reading assignment:

Holsaert, Faith S., Martha Prescod, Norman Noonan, and Judy Richardson (editors)  
2010 *Hands on the Freedom Plow: Personal Accounts by Women in SNCC*. University of Illinois, Urbana, Illinois.

McNeese, Tim  
2008 *The Progressive Movement: Advocating Social Change*. Chelsea House, New York.

Tushnet, Mark  
2009 *The Rights Revolution in the Twentieth Century*. American Historical Association, Washington, DC.

#### **Class 2 (Oct 17): Everybody's Revolution?**

Reading assignment:

Malaspina, Ana  
2011 *The Ethnic and Group Identity Movements: Earning Recognition*. Chelsea House, New York.

Shreve, Bradley  
2011 *Red Power Rising: The National Indian Youth Council and the Origins of Native Activism*. University of Oklahoma Press, Norman, Oklahoma.

#### **Online discussion #1**

What are the essential areas for civil rights education?

#### **Class 3 (Nov 14): Is Oppression Everywhere?**

Reading assignment:

Alaniz, Yolanda and Megan Cornish  
2008 *Vive la Raza: A History of Chicano Identity*. Red Letter Press, Seattle, Washington.

Skurzynski, Gloria

2009 *Sweat and Blood: A History of U.S. Labor Unions*. Twenty-First Century Books, Minneapolis, Minnesota.

**Online discussion #2**

What are the problems, solutions, and opportunities in the area of civil rights education?

**Class 4 (Dec 12): Was the Revolution Affective?**

Reading assignment:

Engdahl, Sylvia

2012 *The Women's Liberation Movement*. Greenhaven Press, Detroit, Michigan.

Maeda, Daryl Joji

2011 *Rethinking the Asian American Movement*. Routledge, New York.

**Online discussion #3**

What is the connection between civics, human rights, and civil rights education? What should be a teacher's role be in these areas?