The America we see today has been built through conflict. We are going to try to understand some of the major struggles that have shaped our current, very divided country. We will study how social movements are formed, how people at the margins of power have united to assert their rights as American citizens, and how the majority has responded. We will examine how political parties, constituencies, and candidates have contorted over time in response to these movements. And finally, we will step back and take a look at the structural economic changes that have brought us to our present age of inequality and uncertainty.

SYLLABUS TABLE OF CONTENTS

Policies (Course Objectives; University/Dept. Policies) ................................................................. 2
Course Structure (Required Texts; Grading; Assignments) ............................................................... 5
Expectations (incl. Office Hours/Email Details) .............................................................................. 7
Schedule of Classes (incl. Assignment/Exam Due Dates) .............................................................. 9
COURSE OBJECTIVES

Texas Higher Education Coordinating Board Exemplary Educational Objectives for Social and Behavioral Sciences

The objective of a social and behavioral science component of a core curriculum is to increase student knowledge of how social scientists discover, describe, and explain the interactions among individuals, groups, institutions, events, and ideas. Such knowledge will allow you:

• To examine historical processes across a range of time periods and cultures
• To analyze the effects of social, political, economic, and global forces on this nation
• To understand the evolution and current role of the U.S. in the world
• To identify and understand differences and commonalities within diverse cultures

Learning Outcomes

At the end of this course, you should be able to:

• Explain how people at the margins of power have united to press their grievances on the state.
• Understand the social, political, and economic conditions that gave rise to some of the most prominent social movements of the twentieth century.
• Explain how social movements have affected political processes and institutions (and vice-versa) over the past several decades.

UNIVERSITY & DEPARTMENT POLICIES

General Policies Related to this Course
All students are required to follow the policies and procedures presented in these documents:

• Angelo State University Student Handbook
• Angelo State University Catalog

Student Disability Services
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.
Student Disability Services is located in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Ms. Dallas A. Swafford  
Director of Student Disability Services  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center 112

Absences for Religious Holy Days  
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

History Department Statement on Plagiarism & Academic Honesty

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Plagiarism is literary theft. Quotation marks and, if instructed by me or in the assignment criteria, footnote/endnote citations should be utilized in order to note the source of a work or idea. If you are unsure about a citation, contact me with your question or visit this helpful website to avoid common plagiarism pitfalls. There is no excuse for plagiarism. It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. A digital plagiarism detection program (e.g., SafeAssign or Turn-it-in) will be used to check your work. Be intentional about submitting original work, complete with proper citations.

Academic misconduct is not limited to plagiarism. Academic dishonesty might also include copying somebody else’s work, submitting somebody else’s work as your own, failing to cite sources, or signing another student into class. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct.

The History Department’s policy is that violations of the academic honor code will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In-class forms of plagiarism, such as signing in for another student, will be considered on a case-by-case basis, and I reserve the right to fail violators from this course on their first violation in egregious cases of misconduct. All academic integrity violations will be referred to the Executive Director of Student Affairs, who may impose additional sanctions if warranted as outlined in the Code of Student Conduct. Once a student has been notified of an academic integrity allegation, the student may not drop the course until the academic integrity processes are complete. If a student drops or withdraws, the student will be reinstated to the course.
Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to Face: Mayer Administration Building, Room 210
Phone: 325-942-2022
E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix
REQUIRED TEXTS

You do not have to purchase any reading materials for this course. Unless otherwise stated, all of your weekly readings will be posted online, under the “Content” tab of our Blackboard course page. You will have to choose two books to read and review during the semester, but those will all be available to check out at the library on campus.

GRADING STRUCTURE

Grade Breakdown
Participation: 5%
Reading Responses: 15%
Midterm Exam: 15%
Final Exam: 15%
Book Reviews/Presentations: 50%

Final Grade Scale
A: 100-90
B: 89.99-90
C: 79.99-70
D: 69.99-60
F: 59.99-0

ASSIGNMENT DESCRIPTIONS

Participation: 5%
Your participation grade will come from 5 specific events throughout the semester: 2 “book checks” and 3 Zoom sessions. The book checks are fairly simple: bring the book you’ve selected for your upcoming book project on the specified day, receive 1 point toward your participation grade. And at three points during the semester, you will be required to participate in a Zoom office hours session. The first session will be to discuss course expectations and policies, the second and third sessions will be to discuss your book projects.

Reading Responses: 15%
On Monday of each week (starting with week two), I will post some discussion questions about the week’s reading assignments. On five chosen weeks you will be required to pick one question and write a response of at least 200 words.

Your responses are worth 15 percentage points of your final grade. For each response, you can earn up to 3 percentage points. The responses will be graded on a check, check plus, check minus scale. A check means you have clearly done the reading and made a good faith effort to answer the question. It doesn’t mean your answer is perfect, but you are on the right track. Exceptional responses earn a check plus. Answers that suggest you’ve done some reading but have misinterpreted or only partially answered the question earn a check minus. A check earns 2.5 points, a check plus 3 points, a check minus 1 point. If your response is completely inadequate or it is clear you did not do the reading, you will receive 0 points.

Midterm/Final Exams: 30%
You will have two exams in this course, each worth 15 percent of your final grade. The exams will include some combination of matching/multiple-choice, short answer, and essay questions.
**Book Projects: 50% (2 projects at 25% apiece)**
This series of assignments will make up half your final grade so let's break it down block by block. Here's what you're going to do, twice during the semester (keep in mind this is a general breakdown and you will receive more detailed instructions as the semester goes along):

- Pick a book from a list that I will circulate, check that book out from the library, and bring it to class (this is listed on the schedule as “Book Check”)
- Read that book, take good notes on it, and write an outline of the review you're going to write. This outline will count for 5% of your total project grade.
- Write a 600-to-750-word scholarly book review (we'll discuss what that entails during the semester). This will count for 10% of your total project grade.
- Make a 10-minute presentation summarizing the book. This will count for 10% of your total project grade
WHAT I EXPECT FROM YOU

**Hard Work**
Your experience in this class will be determined primarily by the amount of effort you put into it. If you do the required reading, attend class regularly, participate regularly in discussions, take good notes, review your notes, develop independent insights into the course material, and treat our writing assignments as opportunities to think critically and carefully, you will receive a grade commensurate with your effort. Please note that on Blackboard I have posted helpful tips on how to take notes, improve your studying, and develop the skills needed to get an A in this class. (See: "How to Get an A" on our Blackboard “Content” page)

**Stay Informed**
The online home for this class is on Blackboard. This is where I will post announcements, study guides, required readings, and grades. It is your responsibility to check Blackboard at least once a day. You will also be expected to check your university email regularly.

**Turn Things In On Time**
All students are expected to turn in all assignments on time and attend all exams at their regularly scheduled times. It is vitally important that in the event you are absolutely unavailable to take an exam, you inform me prior to the exam. Please note that make-up exams will never be given without a good reason. A “good reason” is essentially limited to University-sanctioned absences, certain overlapping exams, deaths in the family, and severe illness or injury. Additionally, I will require written evidence for a makeup exam which meets the above conditions, and I cannot allow make-ups to accommodate work or vacation schedules, “oversleeping” and missing part/all of an exam, non-functioning alarms, car trouble, etc.

**Collegial Behavior**
I have the right and responsibility to maintain classroom order and to make public or private requests that you refrain from any actions that I regard as disruptive behavior. If you disrupt class, I may ask you to leave, mark you absent, and penalize you for work missed as a result of that absence. This includes disruptions caused by devices such as laptops, tablets, and cell phones. Ask permission before using such devices in class, use them only in class-appropriate ways, and silence them while class is in session.

**Come to Class (unless you’re sick)**
During a normal semester I say: I do not have an official attendance policy, but you absolutely cannot expect to do well in this course if you miss class often; at the very least your class participation grade will suffer. I do reserve the right to implement an attendance policy during the semester should absenteeism become a problem. **This** semester I say: if you feel at all unwell or have any COVID-19 symptoms, **please** stay home. We’ll figure out a way for you to make up any classroom work you miss. Student parents (or caregivers) are welcome to bring children with them to class in the event of a childcare emergency, and do not need to request prior permission.

**Wear A Mask**
This should be common knowledge by now, but wearing a mask is mandatory policy for all institutions in the Texas Tech University System. I expect you wear a mask at all times when sitting in the classroom (and I will do the same). Please consult the following fact sheet for more details: [https://www.angelo.edu/live/files/27359-ttus-policy-for-face-coverings-on-campus](https://www.angelo.edu/live/files/27359-ttus-policy-for-face-coverings-on-campus)
WHAT YOU CAN EXPECT FROM ME

A Welcoming Environment
I try to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official ASU records, please let me know!

- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns).

- If you prefer to speak with someone outside of the course, ASU Counseling Services is an excellent resource (https://www.angelo.edu/current-students/counseling-services/).

- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

Open Lines of Communication

Zoom Office Hours
If you and I are going to be successful in this class, we’re going to have to talk. To make sure we have every opportunity to do so, I will be holding office hours online via Zoom for 6 hours each week: Mondays and Fridays from 1-4pm. If you are not available during these hours, you may schedule an appointment with me for a different time. You can always find the office hours invite link under the “Office Hours” folder on our Blackboard “Welcome” page.

Anonymous Surveys
I will also send out anonymous surveys at regular intervals during the semester via Blackboard, so if you have any concerns or issues about the course, feel free to drop me an anonymous note.

Email
Email is the best way to get in touch with me. Of course, you may drop in during Zoom office hours, but I always prefer that you email me beforehand so I can better prepare for your questions. Between the hours of 9:00 a.m.-5:00 p.m. Monday-Friday, I aim to answer student emails within 24 hours. Generally, emails sent after 4:00 p.m. will be answered the following day. Emails sent over the weekend (Saturday and Sunday) will be answered on Monday. I will not respond to email on university holidays. If you have not heard from me and 24 hours have passed, you may send the email again and in the subject line put “Second Notice”, “Second Attempt” etc.

Hard Work
I hope you will find that I work hard to prepare for class, make a point of arriving on time, do my best to return graded assignments promptly, treat my students with respect, and maintain a sense of humor. I ask no more or less than the same from you.
SCHEDULE
(subject to change at my discretion)

Color Key
Participation
Reading Responses
Exams
Book Project

SECTION I: RIGHTS REVOLUTIONS

STRUGGLE #1: RACIAL EQUALITY VS. WHITE SUPREMACY

WEEK 1


Required Viewing: Eyes on the Prize, Episode 1: “Awakenings”


Thu., Jan. 28  Lecture: The “Classical Phase” of the Civil Rights Movement

*1ST BOOK CHECK

WEEK 2

Required Reading: Spencer, “Inside the Panther Revolution”; Woodard, “Message from the Grassroots”; Theoharis, “They Told Us Our Kids Were Stupid”

Required Viewing: Malcolm X, “Message to the Grassroots”

Tue., Feb. 2  Lecture: Black Power & The Resegregation of America

Thu., Feb. 4  Lecture: The New Jim Crow

Fri, Feb. 5  *1ST ZOOM MEETING MUST BE COMPLETED BY 5PM

*1ST READING RESPONSE UPLOADED TO BLACKBOARD BY 5PM

WEEK 3

Required Viewing: Visit https://crbb.tcu.edu/ (and complete associated reading response)

Tue., Feb. 9  Lecture: LULAC, AGIF, and Héctor P. García
Thu., Feb. 11  Lecture: The Chicano/a Movement
Fri., Feb. 12  **2ND READING RESPONSE UPLOADED TO BLACKBOARD BY 5PM**

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**STRUGGLE #2: EVERYONE VS. THE PATRIARCHY**

**WEEK 4**


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<tr>
<td>Tue., Feb. 16</td>
<td>Lecture: “The Problem That Has No Name”  <strong>1ST REVIEW OUTLINE UPLOADED TO BLACKBOARD BY 3:30PM</strong></td>
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<td>Thu., Feb. 18</td>
<td>Lecture: The Future is Female</td>
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<td>Fri., Feb. 19</td>
<td><strong>2ND ZOOM MEETING MUST BE COMPLETED BY 5PM</strong></td>
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**WEEK 5**


**Required Viewing:** Screaming Queens: The Riot at Compton’s Cafeteria

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<tr>
<td>Tue., Feb. 23</td>
<td>Lecture: Stonewall</td>
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<td>Thu., Feb. 25</td>
<td>Lecture: “Trans Rights are Human Rights”</td>
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<td>Fri., Feb. 26</td>
<td><strong>1ST BOOK REVIEW UPLOADED TO BLACKBOARD BY 5PM</strong></td>
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**WEEK 6**

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<td>Tue., Mar. 2</td>
<td><strong>IN-CLASS/ZOOM BOOK PRE sentations</strong></td>
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<tr>
<td>Thu., Mar. 4</td>
<td><strong>IN-CLASS/ZOOM BOOK PRE sentations</strong></td>
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SECTION TWO: POLITICAL REVOLUTIONS

STRUGGLE #3: BIG GOVERNMENT VS. NOT-SO-BIG GOVERNMENT

WEEK 7


Required Viewing: “Storm Warning: Ronald Reagan, The FBI And HUAC” (podcast)

Tue., Mar. 9     The Cold War and the Politics of Consensus
Thu., Mar. 11    LBJ and the Great Society
                 *2ND BOOK CHECK*
Fri., Mar. 12    *3RD READING RESPONSE UPLOADED TO BLACKBOARD BY 3:30PM

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WEEK 8


Tue., Mar. 16    The Rise of the New Left & The Downfall of LBJ
Thu., Mar. 18    *MIDTERM*

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WEEK 9


Tue., Mar. 23    The Rebirth of Nixon and “The Southern Strategy”
Thu., Mar. 25    “The Watergate Babies”
Fri., Mar. 26    *4TH READING RESPONSE UPLOADED TO BLACKBOARD BY 5PM

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STRUGGLE #4: NEOLIBERALS VS. NEOCONSERVATIVES

WEEK 10

**Required Viewing:** The War Room

Tue., Mar. 30       The Reagan Revolution
   *2ND REVIEW OUTLINE UPLOADED TO BLACKBOARD BY 3:30PM*

Thu., Apr. 1       “The Third Way”

Fri., Apr. 2       *3RD ZOOM MEETING MUST BE COMPLETED BY 5PM*

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**WEEK 11**

**Required Reading:** Ornstein & Schenkenberg, “The 1995 Congress”; Selections from Frank, What’s the Matter With Kansas?, Skocpol and Williamson, The Tea Party and the Making of Modern Conservatism

Tue., Apr. 6       The Twilight of the Neocons

Thu., Apr. 8       Barack, Donald, & Joe

Fri., Apr. 9       *2ND BOOK REVIEW UPLOADED TO BLACKBOARD BY 5PM*

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**WEEK 12**

Tue., Apr. 13      *IN-CLASS/ZOOM BOOK PRESENTATIONS*

Thu., Apr. 15      *IN-CLASS/ZOOM BOOK PRESENTATIONS*

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SECTION THREE: ECONOMIC REVOLUTIONS

STRUGGLE #5: CORPORATIONS VS. WORKERS VS. GLOBALIZATION

WEEK 13

**Required Reading:** Wright, “The Civil Rights Revolution as Economic History”; Goldin, “The Quiet Revolution”

Tue., Apr. 20  The Golden Age of American Capitalism
Thu., Apr. 22  The Party’s Over

WEEK 14

**Required Reading:** Selections from Phillips-Fein, *Invisible Hands*, Perlstein, *Reaganland*

Tue., Apr. 27  Reaganomics
Thu., Apr. 29  Boardroom Jacobins

WEEK 15

**Required Reading:** Noah, “The United States of Inequality”

Tue., May 4  Globalization
Thu., May 6  An Age of Inequality and Uncertainty
Fri., May 7  *READING RESPONSE #5 UPLOADED TO BLACKBOARD BY 5PM*

WEEK 16

Thu., May 13  *FINAL EXAM, 3:30-5:30p*