

HIST 3348:
Rights and Reform
in 20th Century America

Spring 2022

LAURA HOOTON, Ph.D.



ANGELO STATE UNIVERSITY

College of Arts and Humanities

Department of History

Course Delivery

This is an in-person course offering, meeting at the following dates/times:

Section 010

Room: Academic Building 233

Time/Date : T/TR 11-12:15

Course documents and announcements will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#).

Instructor

Professor Laura Hooton

Office: Academic Building #210C

Phone: (325) 942-2120

Email: lhooton@angelo.edu

Student Hours

W & TR 1-3 or by appointment

Course Overview

This course will introduce you to the spectrum of civil rights movements in the U.S. from 1940 to the present, focusing on the people of the movement and their goals. The Black Freedom Movement and African American Civil Rights is the center point of the course, as it was historically. However, building on the idea of the Civil Rights Movement as a “movement of movements,” we will discuss a variety of people, topics, and strategies throughout the course. We will read, hear, and see experiences of people in these movements while simultaneously gaining an understanding of the complex history that led to these movements.

This class is comparative and interdisciplinary. Many other disciplines inform how historians consider the topic of civil rights, including those disciplines created out of the Civil Rights Movement. The very notion of a “movement of movements,” on which this class is built, emerged from the field of Ethnic Studies. We will be considering many other fields of study, built on a strong historical foundation.

Course Themes

This course is built around 4 THEMES: identity, inequality of opportunity, legal inequality, and the use of media and non-traditional sources.

- a. The first and most pivotal theme is **identity**. This includes (but is not limited to) ideas of race, ethnicity, gender and sex, religion, and sexuality. All five ideas were central to individual identity formation and collective actions, and you will consider how these ideas connect to movements and organizations that specifically focused on one or more of these identities. For example, you will study SCLC, the Feminist Movement, the Chicano Movement, Nation of Islam, and the push for Marriage Equality, as well as how individuals fought for social, cultural, and legal change.
- b. The second theme, **inequality of opportunity**, focuses on employment and education, as well as how income and education impact other inequalities. This theme engages topics of economic injustice and labor reform, workplace segregation, educational segregation, and inequalities in housing and healthcare. Often inequalities in education and employment influence one another, and although each topic will be discussed on its own, the course will also address them in conversation with one another.
- c. The third theme, **legal inequality**, will push you to examine the entire justice system, from the penal system, to systems of injustice such as Jim Crow in the American South and various forms of segregation around the United States, to use of courts to address these injustices.
- d. The final theme is **the use of media and non-traditional sources**. Media was pivotal to the growth and successes of the Civil Rights Movement. Media, including popular culture, as well as non-traditional (read: non-traditional to historians) methods of saving and passing information, have been used by marginalized communities for generations.

Course Objectives

Students taking this course will develop skills in critical thinking, historical thinking, interpretation of evidence, and communication (both oral and written). Students who complete the class successfully will be able:

- 1) To demonstrate a basic understanding of the history of Civil Rights in America since 1940
- 2) To identify and understand differences and commonalities within diverse cultures
- 3) To analyze historical documents and understand their significance
- 4) To analyze the effects of social, political, economic, and global forces on the U.S.

You will learn to think critically, read deeply, and write clearly and purposefully. You will learn to complete a research project, analyze evidence (especially primary sources), and use the evidence and context to draw useful conclusions. In writing and orally you will learn to make an argument and support it, as well as evaluating and analyzing others' arguments. We will approach history with empathy, learning to look at a situation from multiple viewpoints.

Expectations

This class will be a highly collaborative space. You will have the opportunity to shape the class; in Week 11, students will submit a list of three topics and one reading for use in the last three lessons of the course. Students will have a few opportunities in the course to choose from a set of materials based on their interests. For the final paper/project, students may choose work on their own or form a group to tackle a larger project.

Act with honesty, integrity, and kindness. Ask questions of yourself, your classmates, and your instructor. All students are expected to give courtesy and respect to other speakers and opinions. All points of view are welcome provided they are not deliberately discriminatory or insensitive. You may disagree with information presented in class, by readings, your instructor, or by other students. You should form your own opinions and understanding based on the material. Healthy debate is welcome in the classroom, as long as you are also respectful of others.

Please note that we will be discussing some difficult historical subjects this quarter. I value your presence and participation in this class - but your self-care is paramount. If there is ever a time you feel the topic we are discussing is detrimental to your emotional health, please take care of yourself. I will try to warn you if we will be seeing or discussing graphic material in class. If you need walk outside for a breather, that is OK. If you would like to privately discuss with me anything that we talk about in class, please stop by my office (210C) or set up a meeting. If any of our discussions trigger mental health issues for you, please take advantage of the services here at ASU. There is nothing wrong or bad about course material challenging you and making you think critically. Sometimes it will make you uncomfortable. But it should never make you feel unsafe or compromise your ability to live a healthy life. If you have any questions, please don't hesitate to talk with me.

Required Texts and Materials

- John Lewis, *March: Book 2*, ISBN: 978-1-6030-9400-9
- T.V. Reed, *The Art of Protest: Culture and Activism from the Civil Rights Movement to the Present* (Second Edition), ISBN: 978-1-5179-0621-4 (2019)
- Harvard Sitkoff, *The Struggle for Black Equality* (25th Anniversary Edition), ISBN: 978-0-8090-8924-6 (2008)

Technology

Computers and tablets are allowed in class, for use for course material only. Cell phone use is not allowed in class, and smart watches can only be used as a watch. Any students using phones or smart watches in class will be kicked out of class for the day.

Grading System

Course grades will be dependent upon completing course requirements.

The following grading scale is in use for this course:

A = 90.00-100 points

B = 80.00-89.99 points

C = 70.00-79.99 points

D = 60.00-69.99 points

F = 0-59.99 points (Grades are not rounded up)

Evaluation and Grades

Assignment Breakdown (course points total 1000)

Requirement	Due Date	Points	% of Grade
Weekly Journal Assignments	Thursdays @ midnight	10 pts each Total: 150 pts	15
Weekly Participation, Quizzes & Activities		200	20
Midterm Paper	3/29	150	15
Paper/Project Proposal	3/3	50	5
Paper/Project and Presentation	5/6 Presentation 5/10	300	30
Final Exam	Exam Week – See Blackboard	150	15

Assignment/Activity Descriptions

Weekly Participation, Activities, and Quizzes

This class includes a significant amount of in-class discussion, both as a large class and in smaller groups, based on assigned readings, audio, and visual materials. Students should aim to finish all assigned material for the week before class on Tuesday, and at a minimum should complete all video, audio, and primary source readings prior to the first lesson of the week. The instructor will provide reading questions on Blackboard. The instructor reserves the right to administer quizzes (announced and unannounced) if students are not completing their work on time.

In discussions and activities, quality is more important than quantity. Discussions are a two-way street, and active listening skills is as important as talking. Participation grades are based on active listening as part of a dynamic conversation. Students whose participation shows a deep understanding of material, thoughtful reflection, and attention to the existing conversation are fully fulfilling the intent of the discussion. We will also have some class activities outside of our usual discussions – such as debates and role-playing scenarios. There will also be a few lessons where students will each read different material and be asked to present on their assigned readings. 20% of your course grade is based on your participation, as well as any small assignments (such as the Week 15 topics questionnaire).

Weekly Journal Assignments

Students will complete weekly journals on Blackboard. Although journals are due Thursday at midnight, students are encouraged to complete their journals before the first class of the week in order to prepare for class (and bring it to class to use for class discussion). The journals are a space to explore ideas from the readings prior to coming to class, or to expand on topics discussed during class time. The point of the journal is to develop a regular, habitual practice of thinking independently about course topics outside of class. If you add to your journal consistently and regularly, you'll find that your critical thinking skills, your ability to make connections between topics, and your reading comprehension will deepen.

Entries must be at least 200 words. Each week, you have three options for your journal entry. Regardless of which type of entry you complete, make sure you anchor your journal entry to the course material.:

- 1.) **Reading Analysis:** Answer at least one of the reading questions posted on Blackboard. **(will be most of the journal entries)**
- 2.) **Creative Entry:** produce a creative piece that connects to the week's material, accompanied by a short paragraph explaining your piece. The creative piece can be, but is not limited to, a: poem, drawing, painting, recipe, collage, monologue, costume/lighting/stage design, fictional/short story. If the creative entry cannot be submitted in the journal space on Blackboard, email it to Prof. Hooton or bring a hard copy to class. **(can be used up to 3 times)**
- 3.) **Free write:** Engage with course material in a meaningful way. Possible approaches include: looking at a passage that puzzles, moves, or upsets you; considering the significance of a historical event or motivations of a historical actor; comparing this week's reading with last week's; reflecting back on an important class conversation. I encourage you to connect the course to your other classes, books, movies, TV, current events, and your own life experience. Free write entries can also discuss the importance of material from the week in light of recent events. **(can be used up to 3 times)**

Journals will be graded on the following criteria:

- 1.) Length
- 2.) Appropriateness and applicability
- 3.) Level of engagement with course material

Midterm

You will have one midterm, an essay-style analysis of *March: Book Two*. More instructions will be provided on Blackboard.

Final Exam

You will have a final exam essay, due the week of finals, on a prompt that covers material from the entire course. More information will be provided on Blackboard.

Research Paper/Project and Proposal

All students will complete either a research paper or a research project, on a topic of their choosing with clear connection to the history and themes of the course. Students will provide a proposal (including a research question and primary and secondary sources), complete the project, and present it to the class during finals week. If tackling a large project, students may complete a group project. More information on the proposal, assignment, and presentation will be provided on Blackboard.

General Policies related to this course

All students are required to follow the policies and procedures presented in the following documents:

Angelo State University Student Handbook located on the ASU website: [Angelo State University's Student Handbook](#)

Important University Dates

Student Responsibility & Attendance

As regular attendance is necessary to achieve student learning outcomes it is the policy of the History Department that missing more than 20 percent of the course (6 absences in a 75 minute TTR course, 9 absences in a 50-minute MWF course) will result in a reduction of one full letter grade when calculating the final course grade. Every three absences after the limit will result in the reduction of another letter grade.

In the case of illness, emergency, or other unavoidable circumstances, please email me as soon as possible, and I can excuse your absence. *If issues arise that will cause you to miss assignments or substantial portions of class and you would like to request extensions or make-up dates, you must contact me immediately.* In case of an illness requiring an absence from class for more than one week, you must notify your academic dean and/or the Executive

Director of Student Affairs before I will allow for significant make-ups. Angelo State University Operating Policy 10.04, Academic Regulations Concerning Student Performance provides complete information regarding class attendance and reporting student illness and emergencies.

If you are quarantining due to COVID-19 and would like to attend class virtually, please email Prof. Hooton to set it up. Note that emails sent less than two hours before start of class may not be seen in time to set up a digital class space. For more information on whether you should complete a wellness check, as well as current COVID-19 updates and resources, visit <https://www.angelo.edu/covid-19/>.

Above all else: **If you feel sick, stay home.** Send Prof. Hooton an email, and meet during Student Hours or talk to a classmate about what you missed.

Communication

Email: The best way to find me is via email or student hours. When emailing, please follow appropriate etiquette. Include your full name and section/class. Please allow 24 hours for a response. For helpful email etiquette and tips, visit [The Owl at Purdue's Email Etiquette Guide](#)

Student Hours: Student hours are time I set aside to help students with anything they need – but you can also email me to set up time outside student hours! During student hours, feel free to stop by just to say hello, ask a quick question, or check in. I am available to help with reading and study strategies, writing skills, or content. I am also available to meet over Zoom, Microsoft Teams, etc. during normal business hours, especially for students in COVID quarantine.

Blackboard: Prof. Hooton will primarily communicate via email. All emails will also be posted on the “Announcements” page on Blackboard, and all materials emailed will also be posted there. Most course materials will be posted on Blackboard directly.

Lesson Slides: Lesson slides will be uploaded on Blackboard no later than the night before class. You may use these to facilitate note taking. Due to the fluid nature of discussion sections, slides may be used in a different order, and some may not be used at all

Assignment Submission

All assignments **MUST** be submitted through the Assignments link in the Blackboard course site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at lhooton@angelo.edu and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.** This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your

assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

All assignments must be typed, double spaced, 12-point font, Times New Roman, with 1-inch margins. Your full name and class information must appear on the first page; your name and the page number must appear on every page. Assignments must include citations (footnotes in Chicago style – Prof. Hooton will provide instructions on Blackboard). Failure to include proper citations will result in an automatic F and referral (see plagiarism and academic honesty policy below). All assignments that do not follow this structure will be marked down.

Late Work or Missed Assignments Policy

Late assignments will receive a 5% deduction per 24 hours late unless otherwise arranged with Prof. Hooton. Late assignments can be emailed to Prof. Hooton to provide time of turn in, but must also have a hard copy turned in.

All requests for **makeup exams** must be made before the exam unless in cases of an emergency. In case of an emergency, contact Prof. Hooton ASAP to schedule your makeup. All makeup exams not scheduled within two class days will receive a zero.

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.

Students with Disabilities

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:

Dr. Dallas A. Swafford

Director of Student Disability Services
Houston Harte University Center, Room 112
325-942-2047
dallas.swafford@angelo.edu

You are encouraged to make requests within the first week of the semester. Requests can take time to process, and faculty members are not allowed to provide accommodation without approval from the Office of Student Life.

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. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will

report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU's Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

Michelle Miller J.D.

Special Assistant to the President and Title IX Coordinator

Mayer Administration Building, Room 210

325-942-2022

michelle.miller@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above. For more information about Title IX in general you may visit www.angelo.edu/title-ix.

Undocumented Students

I strive to uphold the educational rights of undocumented students. I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations as I equally do for students with disability accommodations.

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the [Multicultural and Student Activities Programs](http://www.angelo.edu/multicultural) center (multicultural@angelo.edu; 325-942-2729). The Multicultural and Student Activities Program Center has a food pantry and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Academic Advising

Angelo State University encourages you to attend an advising session to ensure that you are taking courses that will allow you to progress toward graduation. Visit ASU's [Undergraduate Academic Advising website](#) for more information.

In addition, ASU's Students with a Goal (SWAG) promotes lifelong student success by providing innovative resources to ASU students. SWAG is committed to helping students picture, plan, prepare, and pursue their academic goals to become successful students and professionals. Visit the [SWAG website](#) for more information.

Academic Tutoring

Angelo State University provides free tutoring, writing support, and supplemental instruction to all ASU students. The ASU Tutor Center is located in the Library 3rd floor Room 328, 325-486-6369. Students are seen on a walk-in basis, no appointments are necessary. If you cannot make it into the Tutoring Center, you can schedule an online tutoring session. The Writing Center is staffed by specially selected and trained graduate assistants and peer tutors who offer one-on-one conferences about writing and reading. The Writing Center serves all ASU undergraduate and graduate students. They work with students from any discipline, at any skill level, and on any stage of the writing or reading process. The Writing Center tutors also provide feedback on scholarship, job, or graduate school applications.

Visit ASU's [Academic Tutoring website](#) and the [Writing Center website](#) for more information.

First Generation Programs

ASU's First Generation Rams program helps students who will be the first in their family to graduate from college. The purpose of the program is to help them make a smooth transition from high school to college life as well as get adjusted to Angelo State University and San Angelo.

The program helps track students' academic progress and addresses any needs that arise so they stay on the path to graduation. They promote campus involvement and encourage participation at campus events and activities. Students have the opportunity to be paired with a mentor and have one-on-one or group meetings with the program coordinator. Student workshops are also held periodically to provide more information on academic success topics.

Visit their [website](#) for more information.

Counseling Services

Counseling Services at Angelo State University provides short-term therapy to ASU students. Whether you are suffering from issues like depression, anxiety, adjustment issues, relationship

problems, academic concerns, emergencies or trauma, Counseling Services are here to help. Visit their [website](#) for more information.

Walk-in counseling hours are available at the University Health Clinic, appointments can be made by calling 325-942-2371, or students can contact the 24/7 ASU Crisis Helpline free of charge at 325-486-6345.

Incomplete Grade Policy ([OP 10.11 Grading Procedures](#))

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.

Student Absence for Observance of 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.” Please see ASU Operating Policy 10.19, [Student Absence for Observance of Religious Holy Day](#) for more information.

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.

Recording and Content Policy

Out of respect for your classmates, our learning community, our privacy rights, and intellectual freedom, recording of any kind in class is only permitted with email permission from Prof. Hooton.

All course content is Prof. Hooton’s intellectual property; students are prohibited from distributing lesson slides, course notes, or any other course material without Prof. Hooton’s permission. Violation of these rules will result in removal from class and the student being turned into the Academic Integrity Board. Continued enrollment in class will count as acceptance of these terms.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

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Schedule of Lessons

BB = Material on Blackboard

T = Required Textbooks (Sitkoff, Reed, Lewis)

Week and Title	Dates	Reading	Assignments Due/Scheduling
Block I: Introducing Long Civil Rights Read Sitkoff Ch 1 Weeks 1-4 Listen to Sound Opinions Podcast Weeks 3-5			
Week 1 Introduction to Civil Rights	1/17-1/21	Sitkoff: Forward Preface Ch 1 (T)	Take Beginning of Semester Survey (Blackboard)
			Read Syllabus and Course Documents (Blackboard)
		Start Takaki Ch 1 (BB)	Sign up for Takaki reading
			Complete Journal by Friday 1/21 (this week only)
Week 2 World War II	1/24-1/28	Takaki Ch 1 (BB)	Be prepared to present your Takaki chapter on assigned day
		Assigned Takaki chapter	
		“Overlooked No More” (BB)	
		“Zoot Suit Riots” video (BB)	
Week 3 Gender, Sexuality, and Early Feminism	1/31-2/4	Bronski Ch 9 (BB)	Ongoing: Start listening to Sound Opinions, “Music of the Civil Rights Era” (BB)
		Jones, “An End to the Neglect of the Problems of the Negro Woman!” (BB)	

Week and Title	Dates	Reading	Assignments Due/Scheduling
Week 4 Schooling and Economics, 1940-1960	2/7-2/11	Ruiz, "Una Mujer Sin Fronteras" article (BB)	Ongoing: listen to Sound Opinions, "Music of the Civil Rights Era" (BB)
		Homer Jack "To Preserve White Neighborhoods" (BB)	
		"Mendez v. Westminster: Desegregating California's Schools" video (BB)	Create short list of ideas for paper/project
Week 5 The Arts in Civil Rights	2/14-2/18	Reed: Introduction Ch 1 (T)	2/17 – No class – attend Dr. Hooton's Lecture
		Finish Sound Opinions Podcast (BB) (will discuss 2/15)	2/15 - Bring ideas for paper/project to class
Block II: The Black Freedom Movement Emerges Read Lewis' <i>March</i> Weeks 6-9			
Week 6 Jim Crow, Organizing Strategies, and the Bus Boycott	2/21-2/25	Sitkoff Ch 2 (T)	Ongoing: Read <i>March</i>
		Behnken Introduction (BB)	
		<i>Eyes on the Prize – "Awakenings"</i> (BB)	
Week 7 Nonviolent Direct Action against Racial Exclusion	2/28-3/4	Sitkoff Ch 3 (T)	Paper/Project Proposal Due 3/3
		"Student Power" Document (BB)	Ongoing: Read <i>March</i>
		<i>Eyes on the Prize – "Ain't Scared of Your Jails"</i> (BB)	

Week and Title	Dates	Reading	Assignments Due/Scheduling
Week 8 Early Student-led Action and Voting Rights	3/7-3/11	Sitkoff Ch 4 (T)	Ongoing: Read <i>March</i>
		“Freedom Rides” Document (BB)	Extra Credit – attend Texas History Lecture
		“Freedom Summer” Documentary (BB)	
SPRING BREAK	3/14-3/18	None	No Class – enjoy break!
Week 9 Marching, Grassroots Activism, and Violence	3/21-3/25	Sitkoff: Ch 5 Ch 6 (T)	Sign up for Week 10 reading Reminder: Finish <i>March</i> and work on Midterm Paper
		“The Albany Movement” Document	
		<i>Eyes on the Prize</i> – “No Easy Walk” (BB)	
Block III: A Visible Movement of Movements			
Week 10 Black Power & the Black Panther Party	3/28-4/1	3/29: See Blackboard for materials for in-class debate	3/29: In-class debate
		3/31: Each student reads one of: Reed Ch 2 (T) Sitkoff Ch 7 (T) <i>Black Against Empire</i> Introduction (BB)	3/29: <i>March</i> paper due
Week 11 Education, Labor Reform, and The Chicana/o Movement	4/4-4/8	Reed Chapter 4	Paper/Project meetings
		United Farm Workers Document (BB)	4/5 – Week 15 requests due
		<i>Eyes on the Prize</i> – “Keys to the Kingdom”	Sign up for Week 12 reading

Week and Title	Dates	Reading	Assignments Due/Scheduling
Week 12 Gender & The LGBTQ+ Movement	4/11-4/15	Student Choice Reed: Ch 3 Ch 7 (T)	Extra Credit – attend Dr. Cesario’s Lecture
		Chrisholm, “For the Equal Rights Amendment” (BB)	
		Schlafly, “What’s Wrong With ‘Equal Rights’ for Women?” (BB)	
		“She’s Beautiful When She’s Angry” video (BB)	
Week 13 AIM, the Asian American Movement, & the Third World Left	4/18-4/22	Reed Ch 5 (T)	
		“An Unnoticed Struggle” (BB)	
		Watch “Agents of Change” (BB)	
Week 14 Prison Reform, Economics, and Riots	4/25-4/29	Levy Ch 4 (BB)	
		Student choice, Watts Riots material (BB)	
		<i>Eyes on the Prize</i> – “The Promised Land” video (BB)	
Week 15 Student Input Lessons – Topics TBD	5/2-5/6	Articles TBD	Turn in final paper/project 5/6
		Reed Chapters 8-10 (student choice) (T)	
		Sitkoff Ch 8 (T)	
Finals Week	5/9-5/13	None	Meet on day of final for project/paper presentations (5/10 @ 10:30-12:30)

Check Blackboard for up-to-date information on assignments and changes to the schedule.

All lesson slides will be uploaded no later than midnight the night before class.