

SYLLABUS

PROGRAM IDENTIFIER: UNDERGRADUATE PROGRAMS

HC 118: MAKING SOCIAL CHANGE

COURSE DESCRIPTION

In the first twenty years following World War II, Americans participated in the democratic process and in civil society in record numbers. They participated in public meetings, belonged to labor unions, joined churches, and formed professional societies. These civic structures and habits of involvement empowered citizens to believe they could make a difference in their communities and laid the groundwork for some of the major social movements of the second half of the 20th Century. Civil rights, second-wave feminism, gay rights, and Latino rights all have their roots in the 1960s and continued their work over the following decades.

In this class, we will explore civic engagement through the lens of our recent history. We will look at how these movements developed and analyze how they achieved their goals. We will take lessons from our predecessors and apply them to our own efforts to make a contribution to the lives of people in our local, national or global communities.

No prerequisites.

LEARNING OUTCOMES AND COMPETENCIES DEVELOPED

OUTCOMES

- Identify factors that contributed to unequal power relations between Americans of different races in the 1960s
- Analyze the concept of privilege
- Describe the social situation for LGBT Americans in the 1960s
- Describe the plight of California farm workers in the 1950s and 60s
- Describe strategies that 1960s civil rights activists used to effect change
- Describe tactics used by second wave feminists to effect change
- Analyze the success of the AIDS movement in advancing the cause of gay rights

COMPETENCIES

H-4 Can analyze power relations among racial, social, cultural, or economic groups in the United

States.

- Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
- Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

L-3 Can assess the social and personal value of civic engagement for achieving change.

- Critically analyzes national or local civic issues from a systemic perspective.
- Explains the impact an engaged citizen can make to improve the effectiveness of a society.
- Articulates a strategy for personal civic engagement.
- Engages in an activity that positively contributes to the civic life of a community.

RESOURCES

There is no required textbook for this course. All readings and films are available via library e-reserves or within the online course.

READINGS:

Breving, B. (2007). *Changing society: The lives of worker heroes who made a difference*. Chapter "Dolores Huerta Nourishes the Poor" pp. 82-90."

Cobb, J. (2016). The matter of black lives. *New Yorker*, 92(5), 34.

Hirshman, L. (2012). *Triumph: The gay revolution*. Chapter 3 "It was the Sixties That Did It: Gays Get Radical, Radicals Get Gay." pp. 61-93.

McIntosh, P. (1989). White Privilege: Unpacking the Invisible Knapsack. Retrieved from <https://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>

Mungello, D.E. (2008). A Spirit of the 60s. *Gay & Lesbian Review Worldwide*, 15(3). pp. 20-22.

(2012) Chicago SNCC and the Black Freedom Struggle. *OAH Magazine of History*, 26(1). pp. 55-57.

Rodriguez, A. S. (2011). Why Cesar Chavez led a movement as well as a union. *Harvard Journal of Hispanic Policy*, 23. pp. 15-21.

Rose, Margaret. (1990). From the fields to the picket line: Huelga women and the boycott, 1965-

1975. *Labor History*, 31(3). pp. 271-293.

Zinn, H. (2003). *A People's History of the United States*. Chapter 17 "Or Did it Explode?" pp. 443-467." & Chapter 19 "Surprises" pp. 503-539.

LEARNING STRATEGIES

Students in this course will read articles, watch films, participate in online discussions, and create a final project to demonstrate their learning.

LEARNING DELIVERABLES

Due in Week 1

- 1.1 Introductions Discussion – Online Discussion
- 1.2 MLK or Malcolm X? – Online Discussion

Due in Week 2

- 2.1 Discussion: Understanding Privilege – Online Discussion
- 2.2 Discussion: Are You a Maker? – Online Discussion
- 2.3 Final Project Proposal – D2L Submission

Due in Week 3

- 3.1 Discussion: Thinking About Tactics – Online Discussion

Due in Week 4

- 4.1 Discussion: Making Change today – Online Discussion

Due in Week 5

- 5.1 Social Change Today – Online Discussion

Due in Finals Week

- 5.2 Final Competence Project – Longform Article (Professional Studies, H4, and all non-SNL students) or PowerPoint presentation (L3), D2L Submission

ASSESSMENT OF STUDENT LEARNING

DISCUSSION CRITERIA (APPLICABLE TO ALL ONLINE DISCUSSIONS)

Discussions are an essential component of this course. You do not have other weekly assignments to submit to the dropbox, so it is expected that you participate fully in the discussions to get the most out of the course. The discussions in this course are designed to be back-and-forth conversations between you and your classmates. In order to receive full credit (20 points) for a given Discussion, you must make a contribution that is:

Substantive/Creative: This means that you offer a considered opinion, a thought-provoking speculation and/or new information. A substantive contribution does more than simply indicate "I agree" or "Me too," nor is a substantive contribution just one or two sentences. Make the post interesting to you, and your instructor (and your classmates) should find it interesting as well. "Creative" is an admittedly vague term but it is key to make these discussions more than repetition of dry facts. The key is to *draw connections* between the texts and topics and something else, be it an earlier reading / discussion in a previous module, a personal life experience, something in the news, etc. For an "A" post, you want to illuminate the subject matter at hand by relating it to some other topic like those mentioned above. I hope this will give us all a unique and fresh perspective on the topic at hand.

Interactive: This means that, in addition to posting your own view(s), you respond to *at least two* other students and that you do so by, asking a clarifying question or identifying and expanding on a particularly interesting point. You also interact by keeping track of the activity on your own initial post and reply to any questions posed by your classmates.

Timely: This means that you make your first post by the halfway point of the week; and that you make at least two additional posts later in the week. It is expected that you participate/post on a *minimum* of two days throughout the module, but more frequent participation is strongly encouraged. If a posting is late, it cannot receive an A grade. If you foresee a problem with this schedule down the line, now is the time to notify your instructor, so we can make arrangements.

Well-supported: Any facts/figures, quotations, or images must be cited (the website URL is fine). Many of the topics we cover in this course are still politically charged. If quoting from or citing a news source, you should do your best to identify the bias of that source. For example, the *Wall Street Journal* Opinion section leans conservative, while Salon.com leans liberal.

Note: An initial post that responds to the prompt and two replies are the *minimum* requirement, and will earn you a passing grade. For a B or an A, you must be an active participant in our class community. In addition, you may receive an extra credit point for a contribution that your instructor judges to be of exceptional quality.

FINAL PROJECT RUBRIC

Criteria	Excellent	Strong	Satisfactory	Poor
Competence and Content	60 points Project offers a unique or particularly insightful response to the assignment/competence.	51 points Project responds to the assignment/competence in depth.	45 points Responds to the assignment/competence demonstrating solid conceptual understanding.	39 points Fails to respond to or adequately grasp significant elements of the assignment or competence.
Organization	10 points Contains a clear purpose, nuanced thesis or main idea, and a thoughtful conclusion. Is logically developed and quite well organized.	8.5 points Contains a clear purpose, a strong introduction, a thoughtful thesis or main idea, and an effective conclusion. Is logically developed and well organized.	7.5 points Contains a clear purpose, thesis or main idea, introduction and conclusion that all work together. Displays competence in logical development and organization, although project may exhibit occasional organizational weakness	6.5 points Omits a clear purpose, introduction, thesis or main idea, or conclusion. Has flaws in logic or organization.
Grammar & Mechanics	10 points Shows sophistication in sentence variety and paragraph development. Is virtually free of grammar and	8.5 points Offers adequate sentence variety and paragraph development. Is virtually free of grammar and	7.5 points Displays general control of sentence variety and paragraph development. May have a few grammar, word	6.5 points Contains several flaws in style, grammar, or usage that may lead to confusion in meaning.

	usage errors.	usage errors.	usage and mechanical errors, but they do not obscure the reader's understanding of the project.	
Style & Tone	10 points Uses a style and tone appropriate to the purpose and audience.	8.5 points Uses a style and tone appropriate to the purpose and audience.	7.5 points Uses a style and tone appropriate to the purpose and audience, although there may be minor lapses in either	6.5 points Fails to develop an appropriate tone. Contains several flaws in style.
Sources & Citation	10 points Contains strongly supportive details and a judicious sense of evidence. Smoothly integrates correct citations for any words, images, facts or ideas from a source using either MLA or APA parenthetical citation.	8.5 points Contains supportive details and a good sense of evidence. Includes correct citations for any words, images, facts or ideas from a source using either MLA or APA parenthetical citation.	7.5 points Contains sufficient details and other evidence to support claims. Includes generally correct citations for any words, images, facts or ideas from a source using either MLA or APA parenthetical citation, although there may be minor mistakes in formatting.	6.5 points Lacks sufficient support for claims. Fails to cite sources or have incorrect citations that do not clearly indicate borrowed material.

GRADING CRITERIA & SCALE

GRADING SUMMARY

<i>GRADING CATEGORY</i>	<i>% OF FINAL GRADE</i>
Discussions	50%
Competence Project Proposal	5%
Final Competence Project	45%

GRADING SCALE

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	

Grades below C- in SNL courses do not satisfy competence and are not counted toward graduation.

Incomplete (IN) Grade

A temporary grade (for up to two quarters*) indicating that, following a request by the student, the instructor has given his or her permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have (a) a satisfactory record in the work already completed for the course, (b) encountered unusual or unforeseeable circumstances which prevent him/her from completing the course requirements by the end of the term, and (c) applied to the instructor for permission to receive an IN, using the [college form](#) (Contract for Issuance of Incomplete Grade).. The instructor is not required to grant an IN grade. Upon agreeing to the IN grade, *the instructor has the prerogative to assign a shorter completion deadline, which will supersede the two-quarter timeframe. (Please see the [Grades, Incomplete \(IN\) and Research \(R\) Expiration Policy](#) for additional information. Note: IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

This course consists of 5 modules. The estimated time to complete each module is one week.

To see specific course due dates, click on the Calendar on the course home page.

MODULE 1

READINGS:

E-Reserve: Zinn, H. *A People's History of the United States*, Chapter 17 "Or Did it Explode?"

E-Reserve: 2012. "Chicago SNCC and the Black Freedom Struggle." *OAH Magazine Of History* 26, no. 1: 55-57.

[1963 Chicago School Boycott](#)

[Chicago History Museum School Boycott Collection](#)

UIC Library Special Collection: "[Fight School Segregation!](#)"

Video: *Eyes on the Prize*, "The Time Has Come"

ASSIGNMENTS:

1.1 Introductions Discussion

1.2 MLK or Malcolm X? Discussion

MODULE 2**READINGS:**

McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack" (1989), *Peace and Freedom Magazine*, July-August, 1989, pp. 10-12, Women's International League for Peace and Freedom, Philadelphia, PA.

E-Reserve: Zinn, H. *A People's History of the United States*, Chapter 19 "Surprises"

Video: *Makers*, Part 2: Changing the World

ASSIGNMENTS:

2.1 Understanding Privilege Discussion

2.2 Are You a Maker? Discussion

2.3 Assignment: Final Project Proposal

MODULE 3**READINGS:**

E-Reserve: Chapter 3 "It Was the Sixties That Did It: Gays Get Radical, Radicals Get Gay" from Hirshman, Linda (2012). *Triumph: The Gay Revolution*.

E-Reserve: Mungello, D. E. "A Spirit of the 60's." *Gay & Lesbian Review Worldwide* 15, no. 3 (May 2008): 20-22.

Timeline of the Gay Rights Movement (archive of timeline from PBS website)

Video: *How to Survive a Plague*

ASSIGNMENTS:

3.1 Thinking About Tactics Discussion

MODULE 4

READINGS:

Tejada-Flores, Rick. "[The United Farm Workers Union](#)"

E-Reserve: Breving, Bob. (2007). *Changing Society: The Lives of Worker Heroes Who Made a Difference*.
Chapter "Dolores Huerta Nourishes the Poor" pp. 82-90.

E-Reserve: Rodriguez, Arturo S. "Why Cesar Chavez Led a Movement as well as a Union." *Harvard Journal Of Hispanic Policy* 23, (June 2011): 15-21.

E-Reserve: Rose, Margaret. "From The Fields To The Picket Line: Huelga Women and the Boycott," 1965-1975." *Labor History* 31, no. 3 (Summer90 1990): 271-293.

Thompson, Gabriel. "[Looking Back at the UFW, a Union With Two Souls](#)" *The Nation* (Feb 13, 2012).

ASSIGNMENTS:

4.1 Making Change Today Discussion

MODULE 5

READINGS:

Demby, Gene. "[The Birth of a New Civil Rights Movement](#)." *Politico Magazine*. December 31, 2014.

E-Reserves: Cobb, J. (2016). The matter of black lives. *New Yorker*, 92(5), 34.

ASSIGNMENTS:

5.1 Current Events/Social Change Today Discussion

FINAL EXAM PERIOD

ASSIGNMENTS:

5.2 Final Project

COURSE POLICIES

[Academic Integrity Policy \(UGRAD\)](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.

CREDITS

This course was designed and produced by faculty and staff at SNL Online of the School for New Learning of DePaul University.

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