COURSE: CCH 118 / HC 118

COURSE TITLE: MAKING SOCIAL CHANGE

AUTUMN, 2020

INSTRUCTOR INFORMATION

Name: Erin Kasprzak

My office hours are on Friday(s) from 12:00pm-1:00pm and by appointment.

You can reach me at erin.kasprzak@depaul.edu

Course Dates: October 14, 2020 - November 24, 2020

Course Location and Delivery Format: online, asynchronous (optional Zoom sessions)

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, IF RELEVANT COMPETENCIES:

Syllabus, CCH 118 / HC 118
After completing this course, you will be able to:

**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.

**LEARNING 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:**


**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 (GRADED EVIDENCES OF LEARNING)**

**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**

Syllabus, CCH 118 / HC 118
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 Project – Longform Article (Most students and H4) 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**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Strong</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competence and Content</strong></td>
<td>60 points Project offers a unique or particularly insightful response to the assignment/competence.</td>
<td>51 points Project responds to the assignment/competence in depth.</td>
<td>45 points Responds to the assignment/competence demonstrating solid conceptual understanding.</td>
<td>39 points Fails to respond to or adequately grasp significant elements of the assignment or competence.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>10 points Contains a clear purpose, nuanced thesis or main idea, and a thoughtful conclusion. Is logically developed and quite well organized.</td>
<td>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.</td>
<td>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</td>
<td>6.5 points Omits a clear purpose, introduction, thesis or main idea, or conclusion. Has flaws in logic or organization.</td>
</tr>
<tr>
<td><strong>Grammar &amp; Mechanics</strong></td>
<td>10 points Shows sophistication in</td>
<td>8.5 points Offers adequate sentence variety</td>
<td>7.5 points Displays general control of sentence</td>
<td>6.5 points Contains several flaws in style,</td>
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**Grading Criteria & Scale**

**Grading Summary**

Syllabus, CCH 118 / HC 118
**Grading Category | % of Final Grade**

Discussions | 50%

Project Proposal | 5%

Final Project | 45%

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>91 to 94</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 90</td>
</tr>
<tr>
<td>B</td>
<td>85 to 87</td>
</tr>
<tr>
<td>B-</td>
<td>81 to 84</td>
</tr>
<tr>
<td>C+</td>
<td>77 to 80</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76</td>
</tr>
<tr>
<td>C-</td>
<td>69 to 72</td>
</tr>
<tr>
<td>D+</td>
<td>65 to 68</td>
</tr>
<tr>
<td>D</td>
<td>61 to 64</td>
</tr>
<tr>
<td>F</td>
<td>60 or below</td>
</tr>
</tbody>
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**Pass/Fail Grade Policy**

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalog.

**Minimum SCPS Grade Policy**

SCPS degree programs with majors (BAPSBA, BAPSC, BAHBA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

**Incomplete (IN) Grade**

This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.
• The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
• The instructor has discretion to approve or not approve the student’s request for an IN grade.
• The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
• The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
• The student is alerted that 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: OCT 14 – OCT 18, 2020

READINGS:
E-Reserve: Zinn, H. A People’s History of the United States, Chapter 17 “Or Did it Explode?”
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: OCT 19 – OCT 25, 2020

READINGS:


**ASSIGNMENTS**
2.1 Unpacking Privilege Discussion
2.2 Are You a Maker? Discussion
2.3 Project Proposal

**MODULE 3: OCT 26 – NOV 1, 2020**

**READINGS:**
Vedantam, S. (April 2019). Radio Broadcast: Choice of the two below. The first option is an edited version of the second.
- *Hidden Brain: America’s Changing Attitudes Toward Gay People* (7:03)
- *Radically Normal: How Gay Rights Activists Changed The Minds Of Their Opponents* (52:14)
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: NOV 2 – NOV 8, 2020**

**READINGS:**
Tejada-Flores, Rick. "*The United Farm Workers Union*
Labor History 31, no. 3 (Summer 1990): 271-293.
Thompson, Gabriel. “*Looking Back at the UFW, a Union With Two Souls*” *The Nation* (Feb 13, 2012).

Syllabus, CCH 118 / HC 118
ASSIGNMENTS
4.1 Making Change Today Discussion

MODULE 5: NOV 9 – NOV 15, 2020

READINGS:

ASSIGNMENTS
5.1 Current Events (BLM) Discussion
5.2 Final Project – Due Nov 22

COURSE POLICIES

This course includes and adheres to the College and University policies described in the links below:
Academic Integrity Policy (UGRAD)
Incomplete (IN) and Research (R) Grades Expiration Policy
Withdrawal/Drop Policy and Withdrawal Tuition
Accommodations Based on the Impact of a Disability

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

Protection of Human Research Participants

OTHER RESOURCES FOR STUDENTS
University Center for Writing-based Learning
Dean of Students Office

INSTRUCTOR BRIEF BIO

Syllabus, CCH 118 / HC 118
Erin Kasprzak has an BA in English and History from Bradley University and an MA in History from Indiana University – Bloomington. She is the Assistant Director of Instructional Technology & Program Development for SCPS and a Senior Instructional Designer at DePaul’s Center for Teaching and Learning, where she supports faculty developing online and hybrid courses. She teaches technology and history courses.

**ADDITIONAL CONSIDERATIONS**
Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students’ identifying information removed.

**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 Erin Kasprzak and staff of DePaul University.