

Comparative History of Prejudice, Oppression, & Resistance

Professor: Dr. Patricia Boyett

Course: HIST Q230-051

Location: Bobet Hall 214B

Time: M/W 6:20-7:35 PM

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Course Description

This global seminar challenges students to critically evaluate the roles that racism, sexism, and prejudice have played in shaping the modern world across Africa, Asia, Europe, and the Americas. By comparing and contrasting case studies of enslavement, persecution, subjugation, and genocide, and exploring the violent and nonviolent resistance of marginalized peoples, students connect specific struggles to the larger global narrative and achieve a deeper understanding of the historical forces underpinning conflicts that still pervade contemporary cultures and societies. Multidisciplinary and far-reaching in its approach, this study of prejudice, oppression, and resistance familiarizes students with significant developments in modern history and illustrates the efficacy of social justice movements to combat bigotry and mitigate suffering.

Readings/Films

Required Books

Abulhawah, Susan. *Mornings in Jenin*. New York: Bloomsbury, USA, 2010. ISBN-10: 1608190463 ISBN-13: 978-1608190461

Alexander, Michelle, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press, 2012. ISBN-10: 1595586431

Blackboard Readings: Assigned readings are on Blackboard and listed under the topic schedule.

Required Films/Documentaries:

Film I: View the documentary outside of class on YouTube:

Brazil: Inconvenient History. Dir. by Phil Grabsky. BBC, 2008. Film.

<https://topdocumentaryfilms.com/brazil-inconvenient-history/>

Film II: View the following film outside of class on Blackboard:

City of God. Dir. by Fernando Meirelles and Katia Lund. Miramax Films, 2002. Film.

Film III: View the following film outside of class on YouTube:
India Untouched: Darker Side of India I on YouTube

Film IV: View the following film outside of class on Blackboard:
Munich. Dir. and Prod. Steven Spielberg. Amblin, 2005. Film.

Film V: View the following film outside of class on Blackboard:
Some Mother's Son. Dir Terry George. Columbia Pictures, 1996, Film.

Assignments and Exams	Points	Dates	Location/Time¹
UNIT I: Empire: Anatomy of Oppression & Resistance			
Outline/Discussions	25	Jan. 9, 16, 21	In Class
Critical Essay	50	Jan. 24	BB/11:59PM
UNIT II: Myths, Mayhem, & Movements in Brazil & the USA			
Outlines/Discussions	25	Feb. 4, 11, 18	In Class
Take Home Exam 1 (Brazil & The USA)	100	Feb. 25	BB/11:59PM
UNIT III: India & Algeria: A Study in Contrasts			
Outlines/Discussions	25	Feb. 27/Mar. 20	
Take Home Exam II: India & Algeria: A Study in Contrasts	100	April 2	BB/11:59 PM
UNIT IV: Holy Lands & Imperialism			
Outlines/Discussions	25	May 1	BB/11:59PM
Take Home Exam III	100	May 2	BB/11:59PM
FINAL: Just Resistance & Governance			
Discussion: Just Resistance & Governance	25	May 8	In-Class Final 7:00-9:00 PM
Bring Outline/Thesis to Final & Submit on BB	25	May 8	7:00 PM
TOTAL	500		
Extra Credit:	10	May 5	BB 11:59PM
Attend 2 Loyola-sponsored events that explore oppression and resistance and write a 300-word reflection paper for 10 points.			
Extra Credit – Service Learning	50	May 5	
Must complete 15-hours and write a 600-word reflection paper on the experience.			

Attendance: You may take 2 unexcused absences **except on exam days and the final for the presentations**. Try also not to miss discussion days. Any unexcused absences after the first two will lead to a loss of 5 points per absence.

Grading Scale

Scale	A	465-500	B	415-439	C	365-389	D	300-339
	A-	450-464	B-	400-414	C-	350-364	F	0-299
	B+	440-449	C+	390-399	D+	340-349		

Informing Students of Grades: The professor will provide comments on assignments and exams and inform students of their grades via Blackboard. In addition, the professor will submit updates on student progress via early warning and mid-term grades on LORA.

Topic & Reading Schedule and Explanation of Assignment²

UNIT I

European Empires & the Anatomy of Oppression & Resistance

1/7/19: Class

- **Lecture:** Introductory Lecture/Discussion: “Privilege, Oppression, and Moral Resistance”
- **Syllabus Review**

Homework

View Film on YouTube: View: *Brazil: Inconvenient History* BBC. Dir. by Phil Grabsky. BBC, 2008. Film. <https://topdocumentaryfilms.com/brazil-inconvenient-history/>
(Due 1/9/19)

Blackboard Readings Complete as much as possible by 1/9/19; complete remainder 1/13/19

- Dorbolo, Jon. “Just War Theory.” Oregon State University, http://oregonstate.edu/instruct/phl201/modules/just_war_theory/criteria_intro.html (accessed January 5, 2016).
- UN General Assembly, *Universal Declaration of Human Rights*, December 10, 1948, 217 A (III).
- Primoratz, Igor, "Terrorism," *The Stanford Encyclopedia of Philosophy* (Spring 2015 Edition), Edward N. Zalta (ed.), <http://plato.stanford.edu/archives/spr2015/entries/terrorism/>.
- U.S. Declaration of Independence & U.S. Constitution

Use as a Reference: “Social Justice Terminology,” Suffolk University, Boston, <https://www.suffolk.edu/campuslife/27883.php> (accessed January 4, 2016)

Writings - Bring to Class an outline that addresses each of the points below:

- **Just War Theory:** Compose two sentences defining Just War Theory. List the principles of *jus ad bellum* and *jus in bello*.
- **Human Rights:** What is the purpose of the “Universal Declaration of Human Rights”? List four rights the document insists all people must possess.
- **Freedom Fighters & Terrorists:** Compose three to four sentences in response to the following question: Is one person’s freedom fighter another person’s terrorist or are there distinct differences that separate terrorists from freedom fighters?
- **The American Creed:** Compose two to three sentences in response to the following questions: How does the American creed as articulated in the Declaration of Independence and the Constitution reflect and fail to reflect the reality of American life?

***1/9/19: Class Lecture/Discussion**

- Empire & The Invention of Racism & Racial/Gender Hierarchies Part I
- Brief Discussion: Readings

Homework Due 1/14/19**Blackboard Readings on Forms of Resistance**

- Gregg, Richard B. "Moral Jiu Jitsu," in *The Power of Nonviolence*, 43-51. Canton, Maine: Greenleaf Books, 1960.
- Fanon, Frantz. "Concerning Violence," *The Wretched of the Earth*. New York: Grove Press, 1993.
- Kuumba, Bahati M. "Repercussions: Gendered Interests and Social Justice Outcomes." In *Gender and Social Movements*. Walnut Creek, California: AltaMira Press, 2001, 117-140.
- Johnson, Allan G. "What Can We Do? Becoming Part of the Solution." *Privilege, Power, and Difference*. Boston: McGraw Hill, 2001.

Writing: Bring an outline to class that includes one to two sentences that articulates the thesis of each of the readings. In addition, write two to three phrases that expresses the supporting points of each reading.

***1/14/19 Class Lecture**

- Empire & The Invention of Racism & Racial/Gender Hierarchies Part II
- Discussion Johnson Article: What is privilege? How is privilege obtained and sustained? How does privilege sustain dominance and perpetuate oppression? How might we dismantle privilege?

****HOMEWORK: Position Paper - due 1/24/19 11:59 PM: Critical Essay:**

Due: January 24, 2019, 11:59 PM on Blackboard in pdf format

Format: 12-point/Times New Roman; Double Space

Citations: Use Chicago Manual style

Length: (500-700 words)

Instructions: Select the reading by either Gregg, Fanon, or Kuumba and write a critical essay analyzing the methods of resistance the author presents. You may agree with the argument, disagree with the argument, or agree with parts of it and not others. Make your position clear, but do so without using I, we, you. Use third person only. Please see Writing Academic Papers and the Critical Essay Rubric on Blackboard under Course Materials/Writing Assistance as they convey my expectations for writing critical essays and my grading process. See also the Strategies for Course Work section beginning on page 13 of this syllabus.

***1/16/18: Class - Debate: The Right to Revolt: Social Justice Movements & Revolutions**

- What is moral jiu jitsu? Has it worked in a resistance movement?
- Why have some oppressed groups perceived violence as the only means of efficacious resistance?
- What is the difference between a terrorist and a freedom fighter?
- What role does gender play in resistance movements?
- How do the intersections of privilege and marginalized identities impact resistance movements? Can a marginalized group practice oppression within its movement? When a marginalized group comes to power, how might the new leaders avoid becoming oppressors?

Be prepared to discuss and defend your theses in class.

Homework – Due 1/28/19**Blackboard Readings**

- “Contemporary Theories of Justice.” In *Just Readings: A Loyola University Chicago On-Line Social Justice Reader*, edited by Michael J. Maher and Daniel Hartnett. S. J., 63-72, 87-101. Chicago: University Ministry, Loyola University Chicago.
 - Marcoux M. Alexi. “The Libertarian Alternative to Social Justice.” 65-68.
 - Ingram, David. “Social Justice from the Liberal Reformist Perspective.” 69-72.
 - Schweickart, David. “Social Justice from the Socialist Perspective.” 87-90.
 - Marx, Karl. “Estranged Labor.” 91-101.
- Wendy Cotter, “The Historical Jesus and the Kingdom of God,” pp. 103-108, & William J. Byron, “10 Principles of Catholic Social Justice Teaching,” 120-122. In Michael J. Maher and Daniel Hartnett. S. J., *Just Readings: A Loyola University Chicago On-Line Social Justice Reader*. Chicago: University Ministry, Loyola University Chicago.

Writing: Create an outline in response to the questions below so you are prepared to discuss the Creeds/Theories of Justice.

Be prepared to discuss and defend your theses in class.

- **Christianity and Social Justice Theories:** How do the readings “The Historical Jesus and the Kingdom of God, Becoming,” and “Contemporary Theories of Social Justice” negate white supremacist and patriarchal ideologies?
- **Theories of Justice:** Considering the readings under the “Contemporary Theories of Justice,” do you find any of them or parts of them particularly efficacious in creating a just society? Why or why not?

NO CLASS January 21: Martin Luther King Day

UNIT II**Myths, Mayhem, & Movements: United States of America & Brazil****Case Study I: America: E Pluribus Unum?****1/23/19: Class**

- The White Supremacist State & Black Resistance

Homework – see due dates for each reading below**Blackboard Readings**

- McGuire, Danielle. “It Was Like All of Us Had Been Raped.” (Due 1/30/19)
- Dr. Martin Luther King, “The Power of Nonviolence” (Due 1/30/29)
- Malcolm X, “A Declaration of Independence” (Due 2/4/19)
- Black Panthers, “The Ten Point Program” (Due 2/4/19)

Book: Alexander, Michelle, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press, 2012. ISBN-10: 1595586431 (Due 2/18/19)

Writing: Write an outline that includes a thesis and three supporting sentences for each of the main discussion questions below.

Be prepared to discuss and defend at least three of your theses in class.

- Considering your understanding of moral resistance and the American creed, develop a thesis about violence, gender, and justice in the Jim Crow era and in the Civil Rights Movement. In your essay, explore three methods white racists used to oppress African Americans and three methods that activists used to dismantle white supremacy.
- Considering Danielle McGuire’s article, explore how African American women laid the foundations for the Women’s Movement and the Civil Rights Movement. Be able to discuss Rosa Parks and two other women in her article.
- How did the Black Power Movements and the Civil Rights Movements coalesce and conflict? Explore their goals, their tactics, the obstacles they confronted, and their most significant achievements and failures. How did they impact other social justice movements?
- How and why have white supremacist organizations experienced a rise in membership and impact in the Fifth Era? What myths and methods do these groups use to recruit new members and to perpetuate a white supremacist indoctrination in their followers? How are anti-racist activists and institutions responding? What is your perspective of the methods of the anti-racist movements?
- Why does Michelle Alexander call mass incarceration the New Jim Crow?
 - Define the War on Drugs and Alexander’s argument of its motives and impact.
 - Be able to define the mandatory sentence issues, the lack of discretion of judges, and the tremendous discretion of prosecutors and police officers.
 - What is the industrial prison complex and how does that impact how our prison system functions?
 - How does a criminal record impact the lives of persons released from prison?

1/28/19 – 2/6/19: Class Lecture

- Right to Revolt: The Civil Rights Movement
- Black Power Movements

CASE STUDY II: BRAZIL

Homework – see due dates for each reading and outline below

Blackboard Readings

- In Michael J. Maher & Daniel Hartnett. *Just Readings: A Loyola University Chicago On-Line Social Justice Reader*. University Ministry, Loyola University Chicago, read:
 - “Education and Liberation: John Falcone on Paulo Freire” 31-40. (2/6/19)
- Carlos Marighella, “Minimanual of the Urban Guerrilla.” In Jay Malin, *Terror and Urban Guerrillas: A Study of Tactics and Documents*, 67-115. Coral Gable, Florida: University of Miami Press, 1982. (Due 2/11/19)

Writing: Outline: “Racial Democracy”: Create an outline addressing the following question: Why is racial democracy a myth in Brazil and how might Brazilians develop a moral movement against persistent racial and class oppression? As you develop your thesis, consider the policies

of whitening and racial democracy and explore how Paulo Freire tried to address such social ills in his pedagogy and writings. (Due 2/6/19)

2/11/19: Class Lecture

- From “Whitening” to “Racial Democracy”

Homework: see below for due dates

- **View Film on Blackboard:** *City of God*. Dir. by Fernando Meirelles and Katia Lund. Miramax, 2002. (Complete by 2/13)

Discussion Questions – Brazil

Due 2/20/19 but try to have some notes by 2/11

- **Cold War:** Considering our examination of privilege and moral resistance and the reading by Carlos Marighella, why did Carlos Marighella consider communism and a violent revolution in the form of urban guerrilla warfare the just path for Brazil? Why do others consider the history of communist revolutions the epitome of tyranny and oppression? What is your perspective?
- ***City of God:*** Many critics hailed *City of God* for exposing the cycle of poverty and violence caused by a long history of racism in Brazil. Other critics claimed the film catered to racial, gender, and class stereotypes. Considering the film and these critical debates, how did you perceive the film’s ability to convey the impact of Brazil’s favelas?

Be prepared to discuss and defend some of your theses in class discussion on 2/11 and 2/20.

2/13/19: Class Lectures

- Cold War Conflicts
- Coup, Revolution, Military Dictatorship

Homework Due 2/13/19

Blackboard Readings

- “Race in Brazil,” *The Economist*, January 28, 2012.
- Be prepared to discuss the main arguments in class discussion on 2/18/19.

2/18/19 – Class Lecture

- Democratic Revolution to Dictatorship Again

***2/18/19 – Class - Documentary/Discussion - Be prepared to discuss/defend your theses**

- Book: Alexander, Michelle, *The New Jim Crow*
- Debate: Theories of Resistance & the Struggle in Brazil & the USA

****HOMEWORK:** (Professor will provide prompts by Feb. 18)

Due February 25, 11:59 PM on Blackboard in pdf: Take Home Exam (Critical Essays)

UNIT III

A Study in Contrasts: Indian & Algerian Resistance

Case Study I: India: Paths to Salvation?

2/20/19 -Class - Lectures

- British Empire: Where the Sun Never Sets
- The Saint? Gandhi, the Indian National Congress, & the Independence Movement

Homework

Blackboard Readings

- B. R. Ambedkar, “What Path to Salvation?”
- Declaration of Independence of India (1929)
- Tracy Pintchman, “Social Justice and the Hindu Scriptures,” pp. 115-116, AND Tracy Pintchman, “Social Justice and Buddhist Scriptures,” pp. 117-118, in Michael J. Maher and Daniel Hartnett. S. J., “Just Readings: A Loyola University Chicago On-Line Social Justice Reader”. University Ministry, Loyola University Chicago.

Writing: Develop outlines with a thesis and supporting point outlines for each of the following discussion questions (Due 2/27/19)

Be prepared to discuss and defend your theses in class.

- **Gandhi and the Struggle for Independence (sources: lecture and Declaration of Independence of India reading):** How did Mohandas Gandhi propose to achieve an independent and harmonious India? Consider his concepts of satyagraha, ahimsa, and brahmacharya, their relation to some Western concepts, and his movement for the creation of a society driven by the spiritual values of tolerance, assimilation, harmonization, and the moral good.
- **Ambedkar (sources: lecture & reading by Ambedkar) - Untouchables and the Dalit Movement:** Why does B. R. Ambedkar consider Mohandas Gandhi and other Hindu social reformers hypocrites, and how does he find them wanting in comparison to the American abolitionists in the era of slavery? What is his concept of the correct path to salvation for Untouchables/Dalits?
- **Social Justice and Scriptures (sources: lecture & reading by Pintchman):** How do you perceive the impact of Hindu and Buddhist scripture on the struggle in India?

2/25 & 2/27/19 – Class Lectures

- The Untouchable Professor: Ambedkar and the Dalit Movement
- Indian Independence and Division: Civil War and Partition

Case Study II: Algeria: A Time to Kill?

3/11/19: Complete Lecture on India & Start Algeria

3/13/19 – Class Lecture**Topics**

- French Algeria: The Land of Unconquered Subjects
- Algerian War of Independence

Homework - Complete by 3/20/19**Blackboard Readings**

- Proclamation of Algerian National Front, November 1954
- Review Read: Frantz Fanon, “Concerning Violence,” *The Wretched of the Earth*.
- Frantz Fanon, “Algeria Unveiled,” *A Dying Colonialism*.
- Rita A. Faulkner, “Assia Djébar, Frantz Fanon, Women, Veils, and Land,” *World Literature Today*.

Writing Outline: Bring to Class 3/25/19

Be prepared to discuss and defend two of your theses in class on 3/20/19.

- **Fanon on Violence and Masculinity (sources: readings by Fanon):** Why did Frantz Fanon perceive concepts of masculinity and emasculation a cornerstone of colonialism, and how does that affect his insistence that only violence will enable indigenous Africans to overthrow colonizers?
- **The War (sources: lecture and readings):** The FLN, the pied noirs, and the French-Algerian government called their enemies terrorists. What is your perspective of such rhetoric and the realities of the conflict?
- **Algerian Women (sources: readings by Fanon and Djébar):** Considering the assigned readings by Frantz Fanon and Assia Djébar, compare and contrast their views of women as embodying the land of Algeria, the veil as a symbol of the colonial and revolutionary struggle, and the relation of the rape of the land to the control of Algerian women.
- **Argument on Algeria (sources: readings and lecture):** Considering the material on Algeria and other readings on just resistance and just governance, analyze the actions of FLN and the French.

3/18/19 NO CLASS – Extra Credit Opportunity Feminist Festival**3/20/19 – Class Lecture - Algeria**

War of Independence

3/25/19 – Class Lecture

Complete Algeria

****HOMEWORK:** (Professor will provide prompts by March 21)

Due April 2, 11:59 PM on Blackboard in pdf - Take Home Exam (Critical Essays)

3/27/19 – Class Lecture – Discussion: Compare and contrast Algeria and India. Bring outlines to class to discuss and prepare for exam.

UNIT IV

“Holy Land? Ireland & Britain; Israel & Palestine”

Case Study II: Ireland: The Resistance of the Dispossessed

4/1/19 - Class Lectures

- 800 Years of Oppression and Resistance
- The Irish Revolution and the Birth of the Irish Republic

4/3/19 – Class Lectures

- The Irish Civil Rights Movement in Northern Ireland
- “The Troubles” Pt. 1

Homework

Blackboard Readings

- IRA Greenbook
- Poems/Songs: IRA/Sein Fein, “The Patriot Game” and “The Foggy Dew”
- Ruthyard Kipling “Ulster”.

View Film on Blackboard:

Some Mother’s Son. Dir Terry George. Columbia Pictures, 1996, Film.

Writing Outline—Discussion Questions: Bring to Class 4/3/19

Be prepared to discuss and defend your theses in class.

- **Readings/Lectures/Documentaries:** Considering the readings on just resistance and just governance and the material on Ireland, analyze the actions of the Irish Republican Army, the Protestant organizations, the Irish Civil Rights Movement, and the British government. Opposing sides in this conflict often labeled each other terrorists. How do you define a terrorist? How do you define a freedom fighter? Considering your definitions, examine the organizations and state actors during “the Troubles.”
- **Film:** How does the movie, *Some Mother’s Son*, offer some of the varying perspectives of Catholic women toward the Troubles, and how does the treatment of two mother’s sons by the British and Protestant Irish establishment impact these perspectives?

***4/8/19 – 4/10/19 – Class Lectures/Discussion**

Be prepared to discuss and defend your theses in class.

- “The Troubles” Part II
- Ireland Today - Discussion

Possible Documentary Clips/Music in Class

- Patty McGuigan, “The Men Behind the Wire 1975”
- U2, “Sunday, Bloody Sunday,” and “Please”
- *Britain’s Secret Terror Force*. Prod. and Dir. Leo Telling. BBC. 2013.

Case Study II: Israel and Palestine: Homeland or Empire?

Discussion Questions to Prepare – Bring Outline to class May 1

Be prepared to discuss and defend your theses in class.

Israel & Palestine

1. **Religion & Israel/Palestine:** Considering the perspectives of religion and social justice in Patti Ray's "The Concept of Justice in Judaism: Some Brief Comments," and Marcia Hermansen's "Islam and Justice Issues," how do you assess the Israeli and Palestinian conflict? What social justice methods might foster a resolution to this seemingly unending conflict? Please note that you may also consider secular theories that we explored earlier in the course.
2. **Solution? Palestine/Israel Essay:** Based on our examination of the Israeli/Palestinian conflict, and the two sources you found on the struggle, what is your perspective of the two-state and one-state solutions?
3. **Novel/Film:** How might historical fiction like *Munich* and *Mornings in Jenin* provide a deeper insight into the human struggles in Israel and Palestine? Did the film or novel change your perspectives? What do you think of the critiques of the film and novel?

Historical Novel: Abulhawah, Susan. *Mornings in Jenin*. New York: Bloomsbury, USA, 2010. And read the critiques on BB. (Finish reading by April 24)

View film on Blackboard *Munich*. Dir. and Prod. Steven Spielberg. Amblin, 2005. Film. (Finish by April 24)

Blackboard Readings (need to finish by April 24)

- **Social Justice Reader:** Patti Ray, "The Concept of Justice in Judaism: Some Brief Comments," 109-110 AND Marcia Hermansen, "Islam and Justice Issues," pp. 111-113, in Michael J. Maher and Daniel Hartnett. S. J., *Just Readings: A Loyola University Chicago On-Line Social Justice Reader*. University Ministry, Loyola University Chicago.
- **Debate on *Mornings in Jenin*:** Bernard-Henri Levy, "The Antisemitism to Come"; Susan Abulhawa, "The Antisemitisms to Come? Hardly".
- **Debate on *Munich*:** Allan C. Brownfeld, "Spielberg's 'Munich' Continues to Stir Debate, Soul-Searching About Israeli Policies"

4/24/19 – 4/29/19 - Class Lecture

- Israel and Palestine

*5/1/19 – Class Discussion/Debate (bring outline to class)

Class discussion on Unit IV: Discuss violent and nonviolent resistance.

****HOMEWORK** (professor will provide prompts by April 25)

****Due on Blackboard May 2, 11:59PM in pdf - Take Home Exam (Critical Essays)**

FINAL – MAY 8, 7:00-9:00 p.m.

- **Preparation:** Bring all of your outlines from all four units
- **Part I Debate:** Discuss and debate the struggles we studied
- **Part II Debate/Outline:** Be prepared to discuss how we might create moral social justice movements in our time. Submit an outline with a thesis statement and supporting points about one current social justice movement of your choice. You may address a contemporary movement that we explored in class or one that we did not explore that you wish to discuss.

Extra Credit (60 possible points):**Due May 5, 11:59PM on Blackboard**

- **Service Learning:** Engage in a service learning project all semester; compete 15 hours and write a 600-page reflection paper about your experience.
- **Forums (5 possible points per forum):** Students may attend **up to 2 Loyola-sponsored events** that examine any form of oppression and resistance and write a **300-word essay for each event** that summarizes the event's content and evaluates its effectiveness.
Format: pdf 12-point TNR (double space)

Goals, Objectives, and Student Learning Outcomes

Develop Informed Perspectives of Secondary and Primary Sources: Students will examine primary and secondary sources in oral, visual, and written forms and learn how to determine the value of each source. They will ponder influences on the creators of the sources by considering their historical context, the place of the creators in the society in which they composed the sources, the purpose of the sources, and the significance of the sources. During class discourses, they will assess the strengths and weakness of conflicting interpretations of historical struggles. As they practice examining various perspectives and formulating their own educated arguments based on the evidence, they will recognize that not all interpretations are of equal value (assessed by thesis statements - outlines, exams, essay, discussions).

Approach Historical Issues Holistically: To achieve a deeper understanding of the historical, political, psychological, sociological, and religious forces that played a role in creating and destroying oppressive systems, students will analyze case studies and the global narrative through the lenses of many disciplines. To determine how the dominant and marginalized groups developed diverging perspectives that influenced their actions, students will integrate traditional and social methods of inquiry. Thus, they will engage with readings, films, documentaries, poetry, and music from a variety of disciplines. The multidisciplinary approach and integrated methodologies will allow students to explore the history of prejudice, oppression, and resistance holistically (assessed by essay, exams essays, outlines, and discussions).

Improve Analytical Skills: Students will improve their analytical skills by comparing and contrasting marginalized and dominant groups across cultures, geographical boundaries, and time. They will develop informed perspectives and connect specific case studies to the larger global narratives (assessed by discussions, essays, and exams, and outlines).

Advance Oral Communication: Students will improve their communication skills by sharing their arguments about historical developments to the class during each discussion session and by engaging in dialogues about historical perspectives (assessed by discussions & debates).

Improve Writing Skills: Students will improve their writing skills by writing a critical essay, by sharing their theses in class discussions and receiving feedback, and by writing the critical essay and take-home exams in critical essay formats (assessed by essays, exams, discussions of theses).

Develop a Social Justice Framework: Students will examine the historical struggle of marginalized and dominant groups through the perspective of various social justice models. They will debate the effectiveness of social justice movements in the historical record and discuss their value in the contemporary era (assessed by essay, exams, discussions). Students will also have the option to take part in a service learning for extra credit, which will help them understand the practice of social justice in our era.

Strategies for Course Work

I. Readings: Tips for Differentiating Between Secondary and Primary Sources

- <http://www.princeton.edu/~refdesk/primary2.html>
- <http://www.uhv.edu/ac/research/prewrite/pdf/sources.pdf>

II. Tips for Reading Primary Sources Critically:

- Who: Who composed the document? Who is the document addressing or examining?
- What: What is the purpose of the document? If the document contains a thesis, what is it? What are the significant points or evidence in the document?
- When: When was the document written? What time period is it addressing?
- Where: Where was the document composed? Does it address a specific geographical location? Is the geographical context important?
- Why: Why is the document significant?
- Perspective: What is your perspective of the material?

III. Tips for Reading Monographs Critically:

- What is the main argument of the book?
- Is the evidence the author uses to support the argument comprehensive and convincing?
- Is the evidence based on sound and deep research?
- What is your perspective of the book?

IV. Tips for Reading Historical Fiction and Viewing Historical Fiction Films Critically:

- What is the main theme and goal? What point is the author/director trying to convey?
- Does the author/director represent the human struggle in a fair manner?
- Are the characters realistic and well-developed or are they reflective of stereotypes or a shallow understanding of humanity?
- Does the narrative develop in an interesting manner that accurately reflects the historic tone of the struggles and topics under examination?

- How well or poorly is the story presented in terms of the writing, plot development, and character arcs? In the films, also consider the imagery and performance.
- What is your perspective of the struggle after reading the book or viewing the film?

V. Tips for Viewing Documentaries Critically:

- What is the main point that the documentarian is trying to convey?
- Does the documentarian present multiple perspectives of the human struggle?
- Does the documentarian provide substantial evidence and respond to counter narratives?
- How well is the narrative developed via writing, imagery, and interviews?
- Is it compelling?
- What is your perspective of the struggle after viewing the documentary?

VI. Tips for Evaluating Lectures Critically:

- What are the main arguments presented in the lecture?
- What evidence is used to support these arguments?
- What is your perspective of the topic and the arguments?

VII. Tips for Evaluating Music Critically:

- What point is the artist trying to convey? What is the main theme in the song?
- Do the artists use narrative, metaphor, and characters to convey their perspective?
- How well do the artists use language and music to move the listener? Do the lyrics, instruments, and vocals coalesce in terms of narrative, themes, tones, pitches, dynamics, timbres, rhythm, texture, harmony, melody, and form?
- What imagery does the song create?
- What emotions does the song cause in the listener?
- Does the song remain with the listener?

VIII. Tips for Discussions, Thesis Statements

- **Discussions:** Go over thesis statement questions and be prepared to express your perspective of the topic backed up two to three historical examples.
- **Thesis Statements:** Thesis statements consist of a main argument and supporting arguments. Each sentence should seek to persuade your reader of your perspective. Thus, make strong and clear statements that you could support with evidence if questioned. Do not use “I”, “you” or “we”. Use third person only.

IX. Structure of the Critical Essay & the Essay Exams

1. In your introduction, develop an argument about the historical development(s) in question and state how you plan to prove it. Do not use “I”, “you” or “we”. Use third person only.
2. Open each body paragraph with a topic sentence (the argument or point that you will prove in that paragraph).
3. Support your argument with evidence and analysis from the readings and lectures.
4. Transition to the next paragraph with a sentence or two that shows how the evidence that you discussed in this paragraph relates to the evidence that you will present in the next paragraph. Each paragraph should build on the one before it.
5. In your conclusion, reiterate your argument and show how you proved it by summarizing

your main points (your topic sentences) and your evidence. Finish with a sentence or two that strongly concludes your argument.

X. Questions I will ask when I grade writing assignments:

1. Did you select material that allowed you access to diverse historical interpretations and/or perspectives and which contained enough information to complete the assignment?
2. Did you open your paper with a strong introduction that asserts your perspective on the topic and which provides a clear road map for the paper (does it explain how you plan to prove your argument)?
3. Did you provide topic sentences for each paragraph that presents each of your supporting arguments?
4. Did you provide evidence to support your arguments?
5. Did you analyze the evidence and arguments?
6. Did you transition clearly from one topic to the next?
7. Is your paper organized? Is it easy to follow and understand?
8. Is the writing coherent, grammatically correct, and strong? Do you use active voice as much as possible? Did you follow the instructions by using third person? (Remember do not use “I” “you” or “we”; note that for the journal entries, you should use first person – I)
9. Did you use the correct format and citations for the essay? (You must use Chicago Manual)
10. Does your conclusion reiterate your main argument and supporting evidence?

XI. Useful Metaphor: Think of your essays like a combined opening and closing argument in a court case in which you present the point you intend to prove (thesis), assert how you plan to prove it (introduction), provide supporting arguments (topic sentences), show the evidence that proves your argument (the historical facts), analyze that evidence, and present a closing argument (conclusion) showing how you proved your case.

XII. Helpful Websites on Writing and Citing:

- **Writing:** Writing Tips on Blackboard under Course Material
- **Writing and Citing:** <http://owl.english.purdue.edu/owl/>.

Venues for Student Assistance

Professor: You are always welcome to visit me during my office hours or to schedule a non-office hour appointment to discuss your work or to discuss challenges that you are confronting. If you wish to discuss your critical essay, bring an outline and/or a rough draft. If you want me to review your work, you must be present in my office as we discuss it. I do not review work via email as it is imperative that you are part of the review process. In general, I do not read entire essays, particularly not take-home exams. I will read a couple of paragraphs to see if you are on the right track and make writing and content suggestions. The reasons I use this method is because it requires the student to engage more deeply in the learning process by understanding the guidance and implementing it. If I simply edit your entire essay, then I am writing it, not you. And ultimately that is neither ethical nor helpful. I will post some helpful websites about the art of writing and some of my own advice on Blackboard under Course Materials/Writing Assistance. As it is my hope that all of you will respect, if not become captivated by the study of

history, I am committed to guiding you to succeed in a cooperative and active learning environment.

Writing Center in Student Success Center: The Student Success Center offers free peer writing consultation; no appointment necessary

Location: Monroe Library Second Floor

Hours: Mon-Thurs (9AM - 7PM); Fri. (9AM - 4PM); Sun (4PM-9PM)

Website: <http://success.loyno.edu/writing-learning-services>

Office of Accessible Education (OAE): Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (OAE) to verify the disability and to establish eligibility for accommodations. If you perceive disability-related barriers in a course, please let the OAE know immediately. OAE welcomes your feedback that will assist in improving the usability and experience for all students. Loyola is committed to offering classes that are inclusive in their design. OAE contact information is as follows:

Building: Monroe Library

To register or find out more information, see: <http://success.loyno.edu/accessible-education/students-seeking-register>

Counseling Center: Counseling services are free for students.

Phone: 504-865-3835

Location: Danna Student Center 208,

Hours: M-F 8:30-4:45

Emergency: Call LUPD

Diversity and Gender Advocacy Resources

Office of Diversity and Inclusion:

Chief Diversity Officer – Sybol Cook Anderson

Office: Bobet Hall 110; Phone: 865-2306; Website: <http://diversity.loyno.edu/>

Women’s Resource Center:

Director - Patricia Boyett

Office: Marquette 318; Phone: 865-3082; Website: <http://www.loyno.edu/womenscenter/advocacy>

Code of Conduct

Attendance

- **Regular Attendance:** Attendance is required. Students are permitted **two unexcused** absences with no penalty **unless they miss discussion date or the final exam**, which requires a university approved or exceptional medical or dire personal excuse to engage in makeup work.
- **Purpose of Attendance:** As I compose my lectures from a multitude of sources, the assigned readings are supplements rather than substitutes for lecture. In addition, as many class sessions are devoted to discussions and debates, students are expected to attend and to participate in this dialogue.

Academic Freedom & Development: During our discourses, I will challenge and encourage students to develop their own educated interpretations. Discussions and debates help us advance our analytical skills because when we are exposed to conflicting interpretations, we have an exciting opportunity to reexamine our perceptions and either change, modify, or

reinforce them. I have three basic rules for discussions: disagree in a respectful manner; do not engage in character assassinations or dangerous speech; and base your arguments on evidence. Please note that attendance is vital to the development of informed perspectives and meaningful discourses, both of which are necessary components in achieving a deeper understanding of how historical forces created the modern society that we inhabit and how we might affect positive changes in the world.

Late Work:

- **Late First Essay/Take Home Exams Prior to the Final One:** Students will be permitted to submit these assignments ONE week late **for a loss of ten points**. No assignments will be accepted thereafter without a serious excuse that demonstrates why the student could not turn in the assignment on the original and late due date.
- **NO MAKEUPS: Discussions:** no makeups for discussions unless you have an excellent reason for missing it.
- **Final Take Home Exam Late Submissions:** I will accept the final take-home exam a few days late on May 5 at 11:59PM. ****The only exceptions are an extremely serious issue, such as a hospitalization or severe mental health issue; and you must present a written, verifiable excuse.**
- **Verifiable Excuses & Due Dates:** If students have a verifiable, written excuse that explains why students could not submit the above material on time, they will be able to turn it in late for no penalty. However, they must turn in such assignments and makeup immediately. To receive lengthy extensions, students must show that a serious issue is preventing them from completing the assignments. And the final cannot be submitted late without a serious excuse.
- **Extra Credit Due Date:** All extra credit papers must be submitted on Blackboard by May 5 at 11:59 PM. ****Extra Credit is not accepted late.**

Cheating/Plagiarism: will result in an “F” on the assignment or exam and possibly an “F” in the class or expulsion from the university.

Departmental Statement on Plagiarism: “Plagiarism is the use of another person’s ideas or wording without giving proper credit – results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.”³

Plagiarizing Other Students or Plagiarizing Oneself: Please note that taking the ideas from the papers of other students and from one’s own previous work (without citing it) is also plagiarism. Safe Assign checks all assignments. If you wish to use a portion of a paper you wrote for another class because it is relevant, please discuss it with me. I might allow you to use some of that work, but you must expand upon it and you might need to then write a longer paper to ensure that you are meeting the necessary writing requirements for the class.

Using Unassigned Sources for Critical Essays: Do not use unassigned sources without my permission, which I will rarely grant. It is important that you are using and understanding the material from class rather than incorporating material you already know. If you use an unassigned source, you may need to expand the length of your paper to ensure that you have enough space to also explore the assigned sources.

Questioning Grades: Students have the right to question their grades. Before contesting a grade, students must take the assignment home, read the comments, circle or highlight comments that they question, and approach the professor on the day of the next class period to schedule a meeting to present their case.

Class Rules: Please respect the professor and other students by refraining from conducting independent conversations or participating in other distracting behavior such as sleeping, coming late, surfing the internet, or leaving before the end of class. If you need to leave early, please let the professor know and sit near the door so you do not disturb other students when you leave. If you arrive late, please take the nearest seat to the door and have all material you need to take notes in a place that is easy to access so that you do not disturb other students. Turn off and put away cell phones and other distracting electronic equipment while in class.

Notes: I encourage students to share their notes with other students who have missed class but advise them to provide copies to other students rather than original notes. However, I discourage students from sharing their notes with another student who never attends class and who is expecting to succeed off the work of others. If such a situation occurs, please come see me. To be fair to students attending class, I do not provide my notes to students.

No Class Recording: The class involves constant dialogue between the professor and the students. Thus, to protect students' rights, the recording of class sessions is prohibited unless someone has permission from the Office of Accessible Education to record.

Emails: Please use a professional tone in your emails. Include your first and last name and note the class name and time. Use complete sentences and proper capitalization. Please do not use internet jargon, acronyms, and abbreviations. Please note that, my ability to help you will be limited if you wait until the last minute to request aid.

Incomplete Grade: Students will only receive an incomplete in the course if they present to the professor a written and verifiable excuse that shows that circumstances prevented them from attending class, taking exams, and completing assignments.

Emergency Policies

- At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
 2. Provide regular and alternative e-mail address and phone contact information to each instructor.
- In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:
 3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension
 4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
 5. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....

6. Logon to university website within 48 hours of an evacuation/suspension.
7. Monitor the main university site (www.loyno.edu) for general information.
8. Logon to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

¹ Please note that the professor reserves the right to change due dates and reduce assignments based on the needs of the class.

² The class lecture & assignment schedule may change according to class needs or emergencies. Any changes will be noted on Blackboard and in-class.

³ William G. Campbell, Stephen V. Ballou, and Carole Slade, *Form and Style: Thesis, Reports, Term Papers*, 6th edition (Boston: Houghton Mifflin, 1982), 52. See too Loyola's website: <http://library.loyno.edu/researchtech/research/citing/plagiarism.php>.