HISTORY 150-201: Multicultural America
Black, Brown, Yellow, and Red Freedom Movements

Summer 2017, Section 201
July 24 - August 19, 2017
Online

Professor: Greg Carter
Office hours: By appointment
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COURSE DESCRIPTION:
Were African Americans the only group that had a civil rights movement in the mid-twentieth century? No, Mexican Americans, Asian Americans, and American Indians did too. Did they ignore each other? No, they influenced each other, making each other’s gains possible. Did they spend all their time complaining about racism? No, they went to school, created art, and fell in love.

This online course presents expands on the idea of the civil rights movement by including activism by other minority groups. Through documentary films and original documents, we will start with Japanese resistance to World War II’s internment camps. We’ll compare black and Mexican families’ efforts to desegregate schools. You’ll learn the difference between Selma, Montgomery, Birmingham, and Little Rock. And you’ll discover the significance of the 1973 shoot-out between Indians and the FBI at Wounded Knee.

GER AREAS:
This course counts towards the fulfillment of two areas of the university’s general education requirements (GER): the social sciences area and the minority cultural diversity in America area.

Humanities

1. Definition: The academic disciplines that investigate human constructs and values, as opposed to those that investigate natural and physical processes, and those concerned with the development of basic or professional skills. The humanistic disciplines—such as art history, history, language and literature, philosophy—are concerned with questions, issues and concepts basic to the formation of character and the establishment of values in a human context; they induce an organic study of letters and knowledge; they provide literary, aesthetic and intellectual experiences which enrich and enlighten human life.

2. Criteria: To satisfy GER distribution requirements for the Humanities, a course must meet Criteria a and one other:
   a. approach its subject using humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence, the exercise of judgment and expression of ideas, the organization, logical analysis, and creative use of substantial bodies of knowledge;
   b. increase the student's capacities for making informed and independent evaluation pertaining to the nature of knowledge, language, and representation, and concerning the formation of ethical or aesthetic concepts, or the ways in which values are manifested within diverse theoretical or conceptual frameworks;
c. introduce the student to substantial and coherent bodies of historical, cultural, literary or philosophical knowledge, as a means of increasing an understanding of the complexities and varieties of human events;

d. enhance and extend the student’s response to literature and/or other arts by introducing the process of thoughtful and systematic analysis, or by fostering an appreciation of distinctive cultures and traditions, or by increasing the student’s sensitivity to language and its nuances; or

e. foster the application of humanistic perspective to other branches of knowledge or to issues of universal human concern.

Minority Cultural Diversity in America
1. Definition: This area pertains to the study of life experiences either of African Americans, Hispanic Americans, American Indians, or Asian Americans.

2. Criteria: Courses satisfying this requirement shall:
   a. have primary focus on African Americans, Hispanic Americans, American Indians, or Asian Americans;
   b. introduce students to significant elements that ground the life histories and life prospects of one or more of the groups listed above;
   c. scrutinize perspectives, world views, methodologies, and philosophic constructs which the group(s) use(s) to describe, explain and evaluate its/their life experiences over historical time; and
   d. enhance and extend the student’s ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations.

LEARNING GOALS:
- Apply the analytic lenses of culture/subculture, race/ethnicity, and gender/sexuality to past and present encounters in the United States, appreciating how they change in each.
- Challenge the conventional understanding of our past (and present) by appreciating a diverse set of participants, locales, and issues.
- Critically assess our own identities and backgrounds, connecting them to larger social and historical forces.
- Understand how community service in a pluralistic society reinforces democratic citizenship and cross-cultural understanding.

GER ASSESSMENT:
The essay section of the weekly tests will allow the instructor to gather data on the students’ ability to identify organizational and institutional structures that brought about the civil rights movement within the African-American community. These essays will be evaluated on a five-point scale. A five-point essay will identify at least five significant organizational and institutional structures that were key to the involvement of African Americans in the civil rights movement, explain how African-Americans responded to these structures, and compare their experiences to one of the other minority groups discussed. A four-point essay may identify
fewer key structures or may not provide a clear explanation of the responses of the African-American community or may not offer a meaningful comparison with another minority group. A three-point essay may show weaknesses in two of these elements. A two-point essay will demonstrate deficiency in all of these elements or will exhibit poor grammar and syntax. An average of the students’ essay scores will provide a numeric measure of the success of the course in reaching these learning goals and will illustrate the extent to which the course needs to be altered to improve it. An examination of the specific areas of weakness in students’ essay will point to the topics that need to be communicated better or emphasized more.

**Readings:**
A brief (approximately ten pages) primary source document will accompany each unit. These are available for download from D2L.

**Documentaries:**
These documentaries are available to view at the UWM Library. They are also available as rentals from Amazon. Many are available as rentals on iTunes. A few may be available via Netflix streaming, YouTube, or searching Google (Beware malicious websites!), but results vary. Here is the order you should watch them:


**Course Requirements:**
- **Read all assigned texts:** You have around 180 minutes of viewing and 10 pages of reading each week. You should take notes as you go. I will provide a study sheet with terms to look for and questions to consider before the new week starts. It is up to you to manage your time.
- **Participate online:** Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained always in this class. One’s words and use of language should be temperate and within acceptable bounds of civility and decency.
- **Complete all assignments on time:** Unexcused late assignments will lose 10% for missing the initial deadline, and another 10% for every twenty-four hours after that. Assignments arriving 72 hours late will receive an “F” (60%).
MAJOR ASSIGNMENTS:

- **Online participation:** This consists of two parts, described below. You can go to D2L and do them at any time during the term, but I recommend doing them regularly.
  
  1. On ten occasions, you will initiate discussions on D2L with an **analysis** post. Each should be around 250 words. You should write one per documentary film, except *Eyes on the Prize* (4) and *The Black Panthers* (2). Here are some of the approaches you could take:
    - Your reaction to an event
    - The most enlightening moment
    - Something in common with another viewing
    - Something unique about the story
    - How the viewing is relevant in 2016
    - A recurring theme
    - A common, present-day misconception

    I recommend doing them as you go along, but you could submit them at any time during the term.

  2. On twenty occasions, you should respond to a classmate’s post in a thoughtful way (**responses**). Graded on a five-point scale, these should consist of around three to five well-written sentences.

- **Tests:** There will be four online tests, available at the end of the week on Saturday at 12:00 AM. They will cover that week’s material. They will consist of fill-in-the-blank identification questions, plus two short essays. It will be available until the next Saturday at 12:00 AM. You will have ninety minutes to take the test once you’ve started, and there are no re-takes.

- There will be no separate, final exam.

**GRADE DISTRIBUTION:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Scale</th>
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<tbody>
<tr>
<td>Analyses (10)</td>
<td>40%</td>
<td>92-100: A</td>
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<tr>
<td>Responses (20):</td>
<td>30%</td>
<td>90-91: A-</td>
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<tr>
<td>Tests (4):</td>
<td>30%</td>
<td>88-89: B+</td>
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<td>82-87: B</td>
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<td>80-81: B-</td>
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<td>78-79: C+</td>
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**GRADE SCALE:**

- 92-100: A
- 90-91: A-
- 88-89: B+
- 82-87: B
- 80-81: B-
- 78-79: C+

**YOUR IDEAL WEEK**

Sunday: Read study sheet and start viewing.
Monday: Continue viewing.
Tuesday: Finish viewing and reading.
Wednesday: Write and post analysis.
Thursday: Write and post five responses.
Friday: Study for test.
Saturday: Take test.
POLICIES:
Students with disabilities: Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following:
http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf

Religious observances: Policies regarding accommodations for absences due to religious observance are at the following:
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm

Students called to active military duty: Details on accommodations for absences due to call-up of reserves to active military duty are at:
http://www3.uwm.edu/des/web/registration/militarycallup.cfm

Incompletes: The conditions for awarding an incomplete to graduate and undergraduate students are at this web page:
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf

Discriminatory conduct (such as sexual harassment): Definitions of discrimination. Harassment, abuse of power, and the reporting requirements of discriminatory conduct are found at:
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf

Academic misconduct: Plagiarism is unacceptable. Scholastic dishonesty will result in major course penalty. If you are unclear about what constitutes plagiarism or academic dishonesty, please read the pages at the following URL:
http://www.uwm.edu/Dept/OSL/DOS/conduct.html

Complaint procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

Grade appeal procedures: Procedures for student grade appeal appear here:
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm

Final examination policy: Policies regarding final examinations can be found at the following:
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S22.htm


**TOPICS COVERED**

**Week 1: July 23 – 29**
Watch & Read:
- *Unfinished Business* [One analysis post to D2L]
- “The Longoria Affair.” Season 12, episode 4, *Independent Lens* [One analysis post to D2L]
- *A Class Apart* [One analysis post to D2L]

**TEST 1**

**Week 2: July 30 – August 5**
Watch & Read:
- *Eyes on the Prize*, episodes 1-3 [Two analysis posts to D2L]

**TEST 2**

**Week 3: August 6 -12**
Watch & Read:
- *Eyes on the Prize*, episodes 4-6 [Two analysis posts to D2L]

**TEST 3**

**Week 4: August 13-19**
Watch & Read:
- *The Black Panthers*. [Two analysis posts to D2L]
- “Wounded Knee.” Season 21, episode 9, *American Experience*. [One analysis post to D2L]

**TEST 4**