

History 25 CH:
**All Power to the People!
Social Movements for Justice**

<http://allpower.wordpress.com/>



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CLASS MEETINGS:

Tuesdays and Thursdays
9:35 to 10:50 p.m.
Crookshank 10

OFFICE HOURS:

Wednesdays
9:30 to 11:30 a.m.
Draper Center (SCC 228)

I kindly ask students with disabilities, who may need accommodations to assure their success, to see the appropriate staff member in the Office of Student Affairs and then contact me *before* the third week of class.

COURSE DESCRIPTION & PHILOSOPHY

All Power to the People! Social Movements for Justice is a survey of 20th-century movements for change in the United States, in particular those formed by and for communities of color. We will examine issues of power, race, gender, and class in U.S. society as we investigate debates surrounding the prospects of equity, equality, and social justice. At heart, our class seeks to learn from the diverse ways groups of people have envisioned “freedom” in the U.S. context and how these visions have served to mobilize struggles for a more just world.

History 25CH is a COLLECTIVE. Our learning experience is based on the belief that we can learn more as individuals if we learn from and with each other. Our collective respects the knowledge, questions, ideas, and analytical skills each of us brings to class. We use those as the basis for our shared learning. In collaboration with one another, we will challenge simplistic thinking, seek out complexity, and build new understandings as equal members in a process of learning.

WELCOME TO OUR LEARNING COLLECTIVE!

COURSE OUTCOMES

History 25CH is designed to enable you to achieve the following set of learning outcomes. The student who successfully completes this class will demonstrate the following skills and understandings in their performance. What that looks like—or the criteria used to assess the presence and depth of each outcome—is also listed below.

OUTCOMES & CRITERIA:

The coursework of the successful student will demonstrate:

1. HISTORICAL KNOWLEDGE: Demonstrate historical knowledge of 20th century justice movements led by communities of color.

What does this look like?

- Explain the causes, forms, and effects of efforts for justice.
- Analyze the roles of race, gender, and class in shaping the historical experiences of communities of color.
- Evaluate the significance of organized movements.

2. HISTORICAL THINKING: Critically evaluate the ways communities of color have analyzed freedom, equality, equity, and social justice in the United States.

What does this look like?

- Interpret meaning and significance in historical primary sources.
- Analyze texts from within the historical context of their production.
- Assess diverse perspectives from an empathic and critical position.

3. HISTORICAL RESEARCH: Examine the meaning and significance of justice movements led by communities of color.

What does this look like?

- Analyze historical primary sources in relation to justice movements.
- Formulate questions for historical research.
- Develop historical arguments based on a research.
- Narrativize your conclusions in accordance with historical format and citation styles.

EVIDENCE OF OUTCOMES

The way you demonstrate your fulfillment of our course outcomes, and the way you earn a grade, is by completing our course assignments. Each of the following assignments is designed to provide you with an opportunity to demonstrate your competency with respect to one of the above outcomes.

For each assignment, an “Assignment Sheet” will be available on our course website. This provides a more detailed description of the assignment as well as the list of criteria I will use to assess your performance and assign a grade.

1. Collective Discussions (20 points total).

An evolving opportunity designed for you to demonstrate your skills and understandings with respect to Outcome 1.

Our class is a collective. As such, we will seek to learn from and with each other on a regular basis. Every Tuesday (unless otherwise specified), we will have a structured collaborative discussion on the readings. Each is a focused opportunity for you to provide evidence of your abilities with respect to our first course outcome.

Our format requires each of us to come to class prepared to perform each of THREE distinct roles. Preparation for each is the same: 1) do the readings; 2) take notes on the readings; and 3) type up and print out a one-page discussion “prep sheet.” The “prep sheet” is no more than ONE page long and is comprised of two parts: a succinct statement of one “essential understanding” you take away from the readings AND a list of 3 questions for further discussion.

On the day of our discussion, FIVE students will be chosen at random to DISCUSS and another FIVE to QUESTION. The rest of the class will COMMENT. And, at the end of discussion, ALL students will turn in their “prep sheets.” The expectations of each role are as follows:

Question: ask questions based on the readings; facilitate discussion by sharing your essential understanding.

Discuss: answer the questions and foster understanding through dialogue.

Comment: *within 24 hours after the end of class*, you must post a comment to the appropriate week’s blog post providing a follow-up or wrap-up of the recent class discussion. Comments should either 1) provide other questions and analyses not covered in class discussion; or 2) develop a fuller elaboration on something that was discussed.

Your final grade on this assignment will be calculated in two parts. Half (or 10 points) will be calculated from your overall participation, both verbal during our class discussions and written on the blog. The other half (10 points) is derived from your timely completion of the “prep sheets.” Each “prep sheet” assignment will be equally weighted, with missing or late deductions factored in.

2. Critical Evaluation Exercises (10 points each; 30 points total).

A recurring opportunity designed for you to demonstrate your skills and understandings with respect to Outcome 2.

At three separate times during the semester you will be required to write a 2-3 page interaction with a historical primary source. Each is a focused opportunity for you to provide evidence of your abilities with respect to our second course outcome. Each should be an organized but succinct essay, concerned primarily with the prompt provided to you on the “Assignment Sheet.” Each should also be composed in accordance with our “Writing Guidelines.”

- CE1 Exercise (due January 27)
- CE2 Exercise (due February 17)
- CE3 Exercise (due March 10)

3. Teaching the Freedom Struggle (50 points total).

A creative opportunity designed for you to demonstrate your skills and understandings with respect to Outcome 3.

The course semester project is a *focused lesson plan and learning activity* meant to teach a high school level student about some aspect of 20th century movements for change led by communities of color. It is a research-based, creative endeavor which will challenge your historical skills while providing you an opportunity to demonstrate evidence of your abilities with respect to our third course outcome.

The project is broken up into several specific parts, each building on the previous to lead you through the research process and then move you on to teaching others what you have learned. In order to assure each of you completes the project in a timely and deliberate manner, each part is due for review and assessment at a different time:

- Topic & Sources: 10 points total (due March 1)
- Question & Evidence: 20 points total (due April 12)
- Final Project: 20 points total (due May 1)

GRADING OF EVIDENCE

The following scale will be used to grade your performance on assignments. Each letter grade will be converted into its numerical equivalent for the purposes of calculating your overall grade.

Exemplary: A+ (100), A (96), A- (93).

Very Good: B+ (90), B (86), B- (83).

Satisfactory: C+ (80), C (76), C- (73).

Needs Improvement: D+ (70), or below, must be resubmitted.

Policy on Late Assignments

ALL assignments are due on the date specified on the “Course Schedule” and in the manner described on the “Assignment Sheet.” **Failure to turn in any assignment by the deadline will result in an automatic 10% grade deduction. Late assignments will then only be accepted until 48 HOURS after the deadline.** At that time, the student will receive an “F” (0 points) for the assignment if it has not been turned in. This extension is in effect whether a holiday, weekend, or break.

Policy on Academic Honesty

Our class assumes all its members are familiar with the policies regarding Academic Honesty printed in the *Pomona College Student Handbook*. We will use these policies and the principles they represent as our foundation for standards regarding honesty, integrity, and responsibility. As stated:

“Pomona College is an academic community in which all members are expected to abide by ethical standards both in their conduct and in their exercise of responsibilities towards other members of the community. The College expects students to understand and adhere to basic standards of honesty and academic integrity.”

COURSE TEXTS

There are three required books for our class:

Jo Ann Gibson Robinson. *The Montgomery Bus Boycott and the Women Who Started It*. University of Tennessee Press, 1987. Listed as BUS in the Course Schedule.

Carlos Muñoz Jr. *Youth, Identity, and Power* (rev.). Verso Press, 2007. Listed as YOUTH in the Course Schedule.

Steve Louie and Glenn Omatsu, editors. *Asian Americans: the Movement and the Moment*. UCLA Asian American Studies Center Press, 2001. Listed as ASIAN in the Course Schedule.

Additional readings will be provided to you via our course website. They can be accessed as PDF files on the page titled “Digital Readings.” This page is password protected. Each digital reading is listed numerically in the Course Schedule as “DCR,” or “Digital Course Reading.”

COURSE SCHEDULE

Below each class meeting is a list of the work you are expected to complete *before* coming to class that day. Further explanations of each week, including work expectations and reminders, will be provided in weekly announcements posted on the course website.

January 17: Introduction to our Learning Collective.

IN CLASS: We will have a short activity and lecture and review the syllabus.

January 19: Racial Terror and American Apartheid.

IN CLASS: We will have a lecture.

January 24: The Roots of the Black Freedom Struggle.

IN CLASS: We will have a collaborative discussion on the readings, and a short lecture.

- READ preface, prologue, and chapters 1-5 in BUS.
- WRITE “prep sheet” (due in class).

January 26: Desegregating the Schools.

IN CLASS: We will have a lecture, a short discussion, and turn in CE 1.

- READ Digital Course Reading (DCR) 1.
- WRITE Critical Evaluation Exercise 1 (due in class).

January 31: Montgomery Bus Boycott.

IN CLASS: We will have a collaborative discussion on the readings, and a short lecture.

- READ chapters 6-9 in BUS.
- WRITE “prep sheet” (due in class).

February 2: “Awakenings” (*Eyes on the Prize*, vol. 1)

IN CLASS: We will watch a documentary.

- READ DCR 2.

February 7: MLK and the SCLC.

IN CLASS: We will have a collaborative discussion on the readings, and a short lecture.

- WATCH “Freedom Riders” (via video47.pomona.edu)
- READ DCR 3.
- WRITE “prep sheet” (due in class).

February 9: The Birth of SNCC.

IN CLASS: We will have a lecture and short discussion.

- READ DCR 4.

February 14: Mississippi and the Roots of Radicalism.

IN CLASS: We will have a collaborative discussion on the readings, and a short lecture.

- WATCH “Freedom on My Mind” (via video47.pomona.edu)
- READ DCR 5.
- WRITE “prep sheet” (due in class).

February 16: MIKE MILLER, organizer.

IN CLASS: We will have a special class guest who will take your questions & answers.

- READ “What Do Grassroots Organizers Actually Do When They Organize?” by Mike Miller <<http://www.counterpunch.org/2010/02/05/what-do-grassroots-organizers-actually-do-when-they-organize/>>

February 21: Reformers and Radicals.

IN CLASS: We will have a collaborative discussion on the readings; a short lecture;

- READ DCR 6 and 7.
- WRITE “prep sheet” (due in class).

February 23: The Fight in the Fields.

IN CLASS: We will have a lecture.

- WATCH “The Struggle in the Fields” (via youtube.com)
- READ DCR 8.
- WRITE Critical Evaluation Exercise 2 (due in class).

February 28: Chicano Youth Walkouts.

IN CLASS: We will have a collaborative discussion on the readings, and a short lecture.

- READ introduction and chapters 1, 2, 3 in YOUTH.
- WRITE “prep sheet” (due in class).

March 1: “Taking Back the School” (*Chicano!*, ep. 3)

IN CLASS: We will watch a documentary, and turn in the Topic & Sources assignment.

- WRITE Topic & Sources (due in class).

March 6: Chicano and Latino Youth Activism.

IN CLASS: We will have a collaborative discussion on the readings, and a short lecture.

- READ chapters 4-6 in YOUTH.
- WRITE “prep sheet” (due in class).

March 8: Latino Radicalism.

IN CLASS: We will have a lecture and turn in CE 3.

- READ DCR 9.
- WRITE Critical Evaluation Exercise 3 (due in class).

March 13 and 15: SPRING BREAK.

This is time for you to conduct research for our semester project.

March 20: The Young Lords

IN CLASS: We will have a collaborative discussion on the readings, and a short lecture.

- READ DCR 10.
- WRITE “prep sheet” (due in class).

March 22: Indian Reformers and Indian Radicals.

IN CLASS: We will have a lecture.

- READ DCR 11.

March 27: American Indian Movement (AIM).

IN CLASS: We will have a collaborative discussion on the readings, and a short lecture.

- READ DCR 12.
- WRITE “prep sheet” (due in class).

March 29: *Alcatraz is Not An Island.*

IN CLASS: We will watch a documentary.

April 3: The FBI and COINTELPRO.

IN CLASS: We will have a collaborative discussion on the readings, and a short lecture.

- READ DCR 13.
- WRITE “prep sheet” (due in class).

April 5: Feminism and Political Practice.

IN CLASS: We will have a lecture.

- READ DCR 14.

April 10: Asian American Activists.

IN CLASS: We will have a collaborative discussion on the readings, and a short lecture.

- READ pages 16-117 in ASIAN.
- WRITE “prep sheet” (due in class).

April 12: The War in Vietnam and the US Homefront.

IN CLASS: We will have a lecture and turn in the Questions & Evidence assignment.

- WRITE Questions & Evidence assignment (due in class).

April 17: Building a “Third World” Consciousness.

IN CLASS: We will have a collaborative discussion on the readings, and a short lecture.

- READ pages 138-169 and 186-247 in ASIAN.
- WRITE “prep sheet” (due in class).

April 19: *The Fall of the I-Hotel.*

IN CLASS: We will watch a documentary.

April 24: Radical Feminism.

IN CLASS: We will have a collaborative discussion on the readings, and a short lecture.

- READ DCR 15.

April 26: Beyond the Sixties.

IN CLASS: We will have a final lecture and discussion; and do course evaluations.

May 1: Project Fair.

IN CLASS: We will present and turn in our Final Projects.