**History of Human Rights and Social Movements (Service Learning)**

**History 109, Spring 2015, Gray 319**

**Wednesday and Friday, 10:05-11:20**

Professor James Chappel

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Carr 327

Office Hours: Thursday, 2-4 and by appointment

This course is designed to teach you how to look at history from a new direction: from below. We will be exploring all the ways in which underprivileged communities have sought to gain power and resources for themselves, struggling for justice against entrenched forces of order and stability. Social movements like these are happening all around the world today: from the Arab Spring to the recent protests against police brutality and racism. Social movements like these can be explored from many perspectives. In this course, we will use the tools of history. We will explore several important social movements, focusing primarily on America but also looking outwards to Latin America, Europe, and Asia.

This is a “service-learning” class, which means that you will be doing some work in a local Durham social movement (you will have a few choices). You'll be expected to put in about 20 hours of work outside the class, a few of which we'll be spending together, on 14 February, at a major march and rally in downtown Raleigh called “Historic Thousands on Jones Street,” or HKonJ. We will be discussing your experience regularly in class, and you will be expected to write regular reflections on how your experience with a social movement relates to your academic appreciation of social movements in the past. You will also draw on your personal experience in your final paper. *This is not simply an addition to a normal history course: the course is designed around this experience. The best history writing draws from personal experience—either the experience of the author or the experience of the subjects*.

**Course requirements**

*Attendance:* Given the nature of the course, attendance is mandatory, and all absences will be noted. If you have a reason to be absent, let me know as far in advance as possible. One absence will not torpedo your grade, but two or more absences without excuses will definitely hurt you.

*Discussion:* This is NOT a lecture course. You cannot expect to slump in the back, take notes, and get a good grade. This course requires you to be active and engaged—both inside and outside the classroom. The most important course requirement is that you do the reading and that you come to class prepared to discuss it.  I understand that some people are more comfortable speaking in class than others. It is important to realize, though, that speaking in class is not a talent that one either has or doesn’t have: it is a skill that requires work and practice. You are not permitted, that is, to rest on your laurels during class because you imagine yourself to be someone who does not speak.

*Quizzes*: There will be three EXTREMELY SHORT quizzes, one at the end of each of the three units. These are just to make sure that you have understood the very basic outlines of the history we’ve been discussing. If you come to class and do the readings, there will be no need to study for these.

*Two key requirements:* First, you may not use a laptop computer in class. Studies show that students learn better when they take notes with paper. More importantly, my experience shows that it is extremely annoying, for me and for other students, when people use Facebook instead of paying attention. Second, some of the readings for this course are online PDF's. You are REQUIRED to print these out and keep them in a folder. It is NOT ACCEPTABLE to simply read it on your computer and show up empty-handed. Some of the readings are books: there are three of them. It is REQUIRED that you purchase these books and have the same edition as everyone else.

*Plagiarism*: I take plagiarism extremely seriously. My plagiarism policy is simple: if I even suspect a whiff of plagiarism, I will open a case with the Office of Student Conduct. If you have any questions about this—that is, if you are not sure whether or not a certain act constitutes plagiarism—ask me before turning in your paper: you will not be penalized in any way if you check something out with me and I tell you that it needs a citation or a rewording. The basic concept is easy: do not pass off other’s ideas or words as your own. Plagiarism is not only about theft of actual sentences, it is also plagiarism to pass off someone else’s ideas as your own. If you got a cool idea from a footnote, from a website, from Wikipedia, or from a conversation with another faculty member, you have to cite it. There is no shame in this: we all get our ideas from somewhere (my dissertation had over one thousand footnotes).

*Service*: You will be expected to do about twenty hours of service outside of class. You are not receiving a “grade” for this. You are receiving a grade for service-learning—for how well you are able to learn from your experiences in the field, integrating your experience with course materials.

Grading:

25%: final paper (about 8 pages in length)

25%: class participation (quiz grades will be factored in here)

10%: close reading assignment

20%: two distant reading assignments (short, about 2 pages each)

20%: Service Learning Reflections (about 20 pages total)

**Readings**

Lizabeth Cohen, *Making a New Deal: Industrial Workers in Chicago, 1919-1939*, 2nd ed., ISBN 9780521715355

Wesley C. Hogan, *Many Minds, One Heart: SNCC’s Dream for a New America,* ISBN 9780807830741

Naomi Klein, *This Changes Everything: Capitalism vs. the Climate,* ISBN 9781451697384

**Course Schedule**

Fri, 9 Jan: Introduction

Wed, 14 Jan: What is history, and why history from below?

Linebaugh and Rediker, selection from *The Many-Headed Hydra\**

Fri, 16 Jan: Introduction to Service Learning (class lead by Emma Devries)

Wed, 21 Jan:  What is a social movement?

Gecan, “Reclaiming Politics”\*; Tilly, “Social Movements as Politics”\*

**Unit 1: Class**

Fri, 23 Jan: The Theory and the Practice: What do Worker's Movements Want?

Selection from Marx, *Communist Manifesto\**

Wed, 28 Jan: New Deal 1: The Working Class of 1919

Introduction and Chapter 1 of Cohen, *Making a New Deal*

<distant reading assignment handed out>

Fri, 30 Jan: New Deal 2: 1920s Transformations

Groups of students read chapters 2, 3, 4 of Cohen, *Making a New Deal*

<distant reading assignment due, close reading assignment handed out>

Wed, 4 Feb: New Deal 3: The Great Depression and the Turn to the State

Chapter 6 of Cohen, *Making a New Deal;* interview with Ed Paulsen from Studs Terkel, *Hard Times\**

 <close reading assignment due>

Fri, 6 Feb: New Deal 4: The Unions and National Legislation

Finish Cohen, *Making a New Deal*

Wed, 11 Feb:  Introduction to Moral Mondays

Dani McClain, “How the Moral Mondays 'Fusion Coalition' Is Taking North Carolina Back”\*

<in class sign making>

<HKonJ reflection assignment handed out>

Fri, 13 Feb: No class, replaced by activity tomorrow

14 February: HK on J (Raleigh, NC: 9:30 AM - noon)

*Transportation provided*

Wed, 18 Feb: Labor Activism Today 1: The Domestic Scene

William Finnegan, “Dignity”\*; selection from Tirado, *Hand to Mouth\**

Fri, 20 Feb: Labor Activism Today 2: The Global Scene

Ching Kwan Lee, “The Making of New Labor in the Sunbelt”\*; selection from *Sin Patrón: Stories from Argentina's Worker-Run Factories\**

<quiz on unit 1>

**Unit 2: Race**

Wed, 25 Feb: SNOW DAY

Fri, 27 Feb: Civil Rights Movement 1: Building a Movement

Hogan, *Many Minds, One Heart,*Introduction and Part 1

<HKonJ reflection assignment due>

Wed, 4 March: Civil Rights Movement 2: Building Alliances

Hogan, *Many Minds, One Heart,* Part 2

Fri, 6 March: Civil Rights Movement 3: Building a Nation

Hogan, *Many Minds, One Heart,*Part 3

<distant reading assignment 2 handed out>

<SPRING BREAK>

Wed, 18 March: Civil Rights Movement 4: Falling Apart

Hogan, *Many Minds, One Heart,*Part 4 and Conclusion

<distant reading assignment 2 due>

Fri, 20 March: Race in America Today 1: The New Jim Crow?

Selection from Michelle Alexander, *The New Jim Crow\**

Wed, 25 March: Race Activism Today 2: The Case of Ferguson and #blacklivesmatter

Michelle Alexander, “Telling My Son About Ferguson”\*

<other readings to be decided>

<quiz on unit 2>

**Unit 3: After the 1960s: Human Rights and Environmentalism**

Fri, 27 March: Human Rights 1: Do Human Rights Have a History?

Lynn Hunt, “Torrents of Emotion”\*; Mazower, “The Strange Triumph of Human Rights,” 379-90\*

Wed, 1 April: Human Rights 2: Historicizing the Human Rights Movement

Mazower, “The Strange Triumph of Human Rights,” 391-8\*; David Kennedy, “The International Rights Regime: Still Part of the Problem?”\*

Fri, 3 April: Environmental 1: On Justice and Intersectionality

Naomi Klein, *This Changes Everything,*Introduction, Chs 1-2

<final paper assignment handed out>

Wed, 8 April: Environmentalism 2: Is a Social Movement Necessary? Why?

Klein, *This Changes Everything,*Chs. 3, 4, 6

Fri, 10 April: In-class film screening, *The Hand That Feeds*

Wed, 15 April: Environmentalism 3: What Has the Environmental Justice Movement Looked Like?

Klein, *This Changes Everything,*Chs. 9-10

<final paper outline due. In-class workshop>

Fri, 17 April: What Have We Learned, and Where are We Now?

<readings to be decided, based on what happens in the world this spring!>

<quiz on unit 3>

Wed, 22 April: LDOC. Final papers due by e-mail by class-time. Paper workshop and 2-day extension for those who come to the entire class.