About the Course

What should be— can be, needs to be—the role of education, either in terms of formal P-20 schooling systems or less formal spaces of teaching and learning, in building and sustaining movements for radical social change? This course adopts a historical lens to inquire into this question and help us raise new questions about and develop a deeper understanding of the relationship between education and social struggle in the U.S.

More specifically, over the next several weeks we will read six books— two weeks per book— that cover a range of people, places, ideas, and movements, from radical teacher unionism in New York City in the 1930s to the emergence of the Dream Movement in the 2000s. We will also read related primary source materials and watch a few documentaries along the way.

Before we dive into the six books, however, we will spend two weeks reading Howard Brick and Christopher Phelps’ *Radicals in America: The U.S. Left since the Second World War*. Brick and Phelps will provide us a basic historical map of the U.S. post-WWII and help us situate the people, places, ideas, and movements we will be reading about in a broader historical narrative of social struggle in the U.S.

Books

All books are available for purchase at the University Bookstore. Books are listed in the order in which we will read them.

http://www.cambridge.org/us/academic/subjects/history/american-history-after-1945/radicals-america-us-left-second-world-war


http://uncpress.unc.edu/books/T-391.html

http://uwpress.wisc.edu/books/4980.htm

Rules of the Game

In order for class discussion and activities to be educative it is important for everyone to complete course assignments on time and come to class ready to go. Additionally, this is controversial material that is sure to spark passion and debate. This is good! However, this makes it especially important that we listen to each other, respond to each others arguments (not persons), and try to model the type of democratic discourse we would like to see thrive in the general public. In others words, please be critical, but definitely be thoughtful.

You should always bring the readings to class.

Finally, do not play with your computers or phones in class!

Absences
You will not pass the class if you miss more than three classes.

Addressing Course Concerns
If you have concerns, please speak with me as soon as possible. If you are uncomfortable speaking with me, for any reason, please contact Dr. Anne Foegen, School of Education Director of Graduate Studies (afoegen@iastate.edu).

Academic Dishonesty
The class will follow Iowa State University’s policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office. http://www.dso.iastate.edu/ja/academic/misconduct.html

Disability Accommodation
Iowa State University complies with the Americans with Disabilities Act and Sect 504 of the Rehabilitation Act. If you have a disability and anticipate needing accommodations in this course, please contact me to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with me, you will need to obtain a SAAR form with recommendations for accommodations from the Disability Resources Office, located in Room 1076 on the main floor of the Student Services Building. Their telephone number is 515-294-7220 or email disabilityresources@iastate.edu. Retroactive requests for accommodations will not be honored.

Religious Accommodation
If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and I will review the request. You or I may also seek assistance from the Dean of Students Office or the Office of Equal Opportunity and Compliance.
Harassment and Discrimination
Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu, or the Office of Equal Opportunity and Compliance at 515-294-7612.

Dead Week
This class follows the Iowa State University Dead Week policy as noted in section 10.6.4 of the Faculty Handbook http://www.provost.iastate.edu/resources/faculty-handbook.

Academic Issues Contact Information
If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu.

Assignments and Grades

(1) Attendance and participation. You are expected to read all assigned material, come to class prepared to engage in conversation about the texts and ideas under consideration, and to substantively participate in the conversation. You will not pass the course if you miss more than three classes.

(2) Analytical papers. There are two: one on Taylor’s Reds at the Blackboard and a second on either Ransby, Levin, Biondi, Davis, or Nicholls. Detailed assignment instructions are below.

(3) Final Essay. The class will determine the question for the final essay in early April. The essay will be 8-10 pages in length (double-spaced) and have the same font, margin expectations as the analytical papers.

Course Grades

There are a total of 100 points in the class. The breakdown is as follows:

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Participation</td>
<td>20</td>
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<tr>
<td>Analytical Paper #1</td>
<td>20</td>
</tr>
<tr>
<td>Analytical Paper #2</td>
<td>30</td>
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<tr>
<td>Final Essay</td>
<td>30</td>
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A: 94-100 points
A-: 90-93
B+: 87-89
B: 83-86
B-: 80-82
C+: 77-79
C: 73-76
C-: 70-72
D+: 67-69
Analytical Paper Assignment Description

These are structured papers. There are five parts to the paper. You should write a paragraph for each part. Note that part #2 has two different prompts. Please write one paragraph for each prompt (thus two total paragraphs for this part). Do not to restate the prompts— the paper should flow.

All papers should be 2 pages, single-spaced, 12-point font, Times New Roman, and have 1-inch margins on all sides. Bring a hardcopy to class (we will use them in our class discussion) and send me an electronic copy before class (I will comment on the electronic copy).

The parts:

1. (Summary) Summarize the book. Tell me what the book is about, including the author’s primary argument(s). Try to do this in no more than six sentences. This will force you to be succinct. Warning: this sounds easier than it is!

2. (Sources; two prompts, one paragraph for each prompt) This part of the writing assignment is intended to help you think about how historians construct their arguments— how historians use primary and secondary sources as evidence to support claims. We will talk about sources (and footnotes) quite a bit this semester. This quick discussion of primary and secondary sources should be helpful if the concept is new: [http://www.collectionscanada.gc.ca/education/008-3010-e.html](http://www.collectionscanada.gc.ca/education/008-3010-e.html)

   A. (Primary sources) What primary sources does the author use in order to construct their historical narrative? For instance, did the author read person X’s diaries and use these diaries as the primary source of evidence to make claims about person X’s life (i.e., biographical claims)? Did the author look at records from college Y in order to make claims about college Y’s curriculum in the 1960s? In your paragraph: (1) identify the types of primary sources (e.g. diaries, college curriculum catalogs) that the author uses, and (2) offer two examples from the text that illustrate how the author uses primary sources as evidence to support specific claims.

   B. (Secondary sources) How does the author use secondary sources— the work of other scholars who have already written about the issues in question? Can you see different bodies of literature that the author is drawing upon, e.g. African American history, political theory, or sociology? Can you see ways in which secondary literature is used to ‘frame’ the historical conservation, and ultimately how the author is situating their work within a historical conversation? In your paragraph: (1) identify the bodies of secondary literature that the author is drawing upon (e.g. African American history, political theory), and (2) offer two examples from the text that illustrate how the author uses secondary sources to help construct their narrative.

3. (Praise) What do you like most about the book? Do you find certain arguments particularly compelling or well supported? Is the use of historical sources impressive? Be specific (offer examples) and be sure to explain why. Here I want you to be thinking about what makes a piece of historical scholarship ‘good’. Also, be sure to focus on substantive issues— do not tell me that you liked the book because it was short or that it was really easy to read. I want you to dig into the text.
4. (Critique) It is easy to find little things in any book, but it is very hard to offer measured critique that focuses on the broader arguments made in a book. This is especially difficult when you are new to the literature. That said, I want you to try and think about things like the author’s use of primary and secondary sources and the core arguments that the author is making. What I am looking for is evidence that you are thinking critically about the book and especially about the book as a piece of historical scholarship. As with praise, be sure to focus on substantive issues—do not tell me that you don’t like the book because the topic is boring or the book is too long. I also do not want you to focus on the question of accessibility (we will engage that conversation in class but I want you to focus elsewhere in these short papers). I want you to dig into the text.

5. (Questions and Reflection) Many scholars say that the sign of a good piece of scholarship is that once you finish reading it you have more questions than answers. In other words, good scholarship helps you ask good questions. What questions does the book raise for you? Does the book shift your thinking about the world? Does it make you wonder about something? Does it force you to dig into something (ideas, particular historical interpretations, etc.) that you have never considered digging into before? Reflect on the text.

Weekly Schedule

**Week 1 (Jan. 12): Introduction**

**Week 2 (Jan. 19): History of the U.S. Left, 1939-1972**
Read: Brick and Phelps, pp. 1-172

**Week 3 (Jan. 26): History of the U.S. Left, 1972- present**
Read: Brick and Phelps, pp. 173-321

**Week 4 (Feb 2): Reds at the Blackboard**
Read: Taylor, pp. 1-152

Watch in Class: TBA

**Week 5 (Feb. 9): Reds at the Blackboard**
Read: Taylor, pp. 153-320

Due: Analytical Essay

**Week 6 (Feb, 16): Ella Baker and the Black Freedom Movement**
Read: Ransby, pp. 1-208

Watch in Class: Freedom Summer

**Week 7 (February 22): Ella Baker and the Black Freedom Movement**
Read: Ransby, pp. 209-374

**Week 8 (March 1): Cold War University**
Read: Levin, pp. 1-109

Watch in Class: The War at Home
Week 9 (March 8): Cold War University
Read: Levin, pp. 110-182

Spring Break (No Class March 15)

Week 10 (March 22): The Black Revolution on Campus
Read: Biondi, pp. 1-141

Watch in Class; The Black Power Mixtape, 1967-1975

Week 11 (March 29): The Black Revolution on Campus
Read: Biondi, pp., 142-278

Week 12 (April 5): Survival Schools
Read: Davis, pp. 1-126

Watch in Class: A Good Day to Die

Week 13 (April 12): Survival Schools
Read: Davis, pp. 127-246

Week 14 (April 19): The Dreamers
Read: Nicholls, pp. 1-117

Watch in Class: TBA

Week 15 (April 26): The Dreamers
Read: Nicholls, pp. 118-181

Finals Week (May 4-8):
Final paper due Tuesday, May 3 at 5:10 pm (electronic)