

**HIST 49500 (CRN 40212, 3 credits)**  
**Research Seminar in Historical Topics: Protest Movements in Modern America**  
**Spring 2021**  
**T/TH 9:00-10:15, BRNG 1232**

Professor Gabin  
UNIV 121  
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Student Hours:  
Tuesdays 1:30-2:30 in person/by phone/on zoom  
Other days and times by appointment

In this course students will practice the methods of historical research and writing by exploring protest movements in modern America. Postwar America was the catalyst for a host of protest movements across the political spectrum from conservative to liberal to radical. We will examine the great variety of protest movements and explore the politics and culture of dissent through diverse primary sources such as magazines and newspapers, movies and music, memoirs and fiction, political speeches and court decisions, television and advertisements, oral histories and photographs, posters and artworks. Students will write a research paper on a topic of their own choosing and based on their own work in these kinds of original sources.

We will meet in person in BRNG 1232 the first five weeks of the semester. After Week 5, you will be engaged in research and writing and we will not meet in person as a class. During this time, we will remain in contact via email and zoom in individual, small group, and/or class sessions.

Learning outcomes

As you find a topic, develop a research question, find and evaluate sources, construct an argument, and write a paper, you will learn how to:

- Distinguish between primary and secondary sources.
- Analyze arguments and interpretations and recognize interpretive conflicts.
- Identify, analyze and incorporate primary source material into scholarly investigations and analyses.
- Develop writing as a multi-step process.

The following book is required reading for this class. Unfortunately, there is no free online access to this book. You can rent or purchase used or new copies locally and/or online.

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 9/e (2018) ISBN: 9781319113025
- Other required reading and viewing material—internet sources, films, and articles posted in Brightspace—are indicated on the course schedule and calendar below and/or will be announced in class.

You can access the course material in Brightspace: <https://purdue.brightspace.com/d2l/home/214020>  
There you will find the syllabus, other assigned reading and viewing, the writing assignments, and grades.

**COURSE SCHEDULE AND CALENDAR**

**Note:** Readings, internet sources, and videos may change slightly during the semester due to availability. I will update this syllabus and Brightspace if necessary. Please check Brightspace and your purdue.edu email often.

Tu 1/19 Introductions

Th 1/21 Protest movements

**Read for discussion:**

Brian Martin, "Social and Political Activism," pdf in Brightspace

**Browse** coverage of 1/6/2021 and evaluate the text and verbal content, the photographs and film footage, and other testimony as evidence for a study of protest movements. Take notes for our discussion but you do not have to hand them in.

- Tu 1/26 Protest movements  
**Read and view for discussion:**  
[Charles Payne, "The Student Nonviolent Coordinating Committee and the Black Freedom Struggle"](#)  
 "Freedom Summer, 1964," pdf in Brightspace  
*Mississippi: Is This America?* <https://purdue.kanopy.com/video/mississippi-america>  
**Write:**  
 Respond to prompts in an essay of 300-500 words due in Brightspace by Tues., January 26, 9:00 a.m.
- Th 1/28 In-Class Workshop on Defining Topics and Finding Sources  
**Read:**  
 Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Chapters 1-3
- Tu 2/2 Protest movements  
**Read and view for discussion:**  
 Aaron Lecklider review of two recent anthologies on Stonewall, pdf in Brightspace  
[Documents from the 1969 Furor](#)  
 "Gay and Lesbian Activism," pdf in Brightspace  
*Stonewall Uprising* <https://purdue.kanopy.com/video/stonewall-uprising>  
**Write:**  
 Respond to prompts in an essay of 300-500 words due in Brightspace by Tues., February 2, 9:00 a.m.
- Th 2/4 Digital Collections and Government Documents  
 Dr. Bert Chapman, Professor of Libraries, will orient us to digital collections and government documents.  
**Read:**  
 Rampolla, *A Pocket Guide to Writing in History*, Chapters 4-5
- Tu 2/9 Protest movements  
**Read and view for discussion:**  
 Penny Lewis, Chapter 7, *Hardhats, Hippies, and Hawks: The Vietnam Antiwar Movement as Myth and Memory*, pdf in Brightspace  
*The Day the '60s Died* <https://purdue.kanopy.com/video/day-60s-died>  
**Write:**  
 Respond to prompts in an essay of 300-500 words due in Brightspace by Tues., February 9, 9:00 a.m.
- Th 2/11 In Class Workshop on Defining Topics and Finding Sources  
**Read:**  
 Rampolla, *A Pocket Guide to Writing in History*, Chapters 6-7
- Tu 2/16 Topic discussions  
 Preliminary paper topic statement and bibliography are due in Brightspace by Thurs., Feb. 18, 10:00 p.m.  
 Seven students will informally introduce their projects in class today.
- Th 2/18 Topic discussions  
 Preliminary paper topic statement and bibliography are due in Brightspace today by 10:00 p.m. Seven students will informally introduce their projects in class today.
- Tu 2/23 No class meeting. Work on paper proposal.
- Th 2/25 No class meeting. Work on paper proposal.
- Tu 3/2 No class meeting. Work on paper proposal.

Th 3/4 No class meeting. Work on paper proposal.

Tu 3/9 No class meeting. Work on paper proposal.

Th 3/11 No class meeting. Note: Paper proposal is due in Brightspace by 10:00 p.m. today.  
Small group discussion of paper proposals in Brightspace between Fri. 3/12 and Mon. 3/15.

Tu 3/16 No class meeting. Research.

Th 3/18 Reading Day, Thursday March 18. No class meeting.

Tu 3/23 No class meeting. Research.

Th 3/25 No class meeting. Research.

Tu 3/30 No class meeting. Research.

Th 4/1 No class meeting. Note: Outlines due in Brightspace by Fri., April 2, 10:00 p.m.

Tu 4/6 No class meeting. Research and writing.

Th 4/8 No class meeting. Research and writing.

Tu 4/13 Reading Day, Tuesday April 13. No class meeting.

Th 4/15 No class meeting. Note: Paper drafts due in Brightspace by Mon., April 19, 10:00 a.m.

Tu 4/20 No class meeting. Prepare for discussions of paper drafts on Thursday.

Th 4/22 Small group discussions/peer reviews of paper drafts in class or online.

Tu 4/27 No class meeting. Revise papers.

Th 4/29 No class meeting. Revise papers.

Tu 5/4 Final exam week--no class meeting.

Th 5/6 Final exam week—no class meeting. Final papers due by 10 pm.

## **GRADED TASKS AND ASSIGNMENTS**

### Class Participation:

The success of a seminar depends greatly on the willingness of everyone to participate actively in discussion. It also depends on everyone having read and viewed the assigned material. The quality as well as the frequency of your participation in discussion in the first five weeks of the semester will be factored into your grade for the course. I will use the following system in grading class participation: no attendance will earn 0 points for that day; attendance without any participation in the discussion will earn a C (or 2.0) for that day; participation in discussion will earn a score ranging from B (3.0) to A (4.0) for that day. At the end of the semester, I will drop the two lowest discussion grades, average the remaining discussion grades, and weight it 15%.

### Essay Assignments:

In the first four weeks of the semester, you will write three essays, each 300-500 words, responding to prompts based on the assigned reading and viewing material. Each essay will be worth 0- 5 points.

**Research Paper:**

You will select a research topic, devise an appropriate bibliography of secondary and primary sources, and write an approximately fifteen-page paper that relies on primary sources in making its argument and is formatted according to the style sheet in Rampolla, *A Pocket Guide to Writing in History*. We will discuss possible topics in class, but you also should feel free to devise your own in consultation with me. Additional guides will describe all elements of the research paper in greater detail. Here are the important steps, due dates, and point values.

- A preliminary topic statement and bibliography are due February 18 for 0-5 points.
- A paper proposal is due March 11 for 0-10 points.
- Online discussion of paper proposals is due March 12-15 for 0-5 points
- An outline of the paper is due April 2 for 0-5 points.
- A draft of the paper is due April 19 for 0-15 points.
- Peer evaluations are due April 22 for 0-5 points.
- A final revised version of the papers is due May 6 for 0-25 points.

**To summarize:**

Discussion	15 percent
Essay assignments	15 percent
Research paper (all steps)	70 percent

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**ACADEMIC INTEGRITY**

Purdue University and this professor prohibit “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.” (University Regulations, Part 5, Section III, B, 2, a). In this class, it will lead to a failing grade (0) on the assignment. Depending on the severity of the incident, it may lead to further consequences. And you should know that faculty members are expected to report all cases of plagiarism to the Office of the Dean of Students. For a set of helpful guidelines, see: <https://www.purdue.edu/odos/osrr/academic-integrity/index.html>

Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging the source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of any writer, including other student writers. Plagiarism means reproducing or paraphrasing the words or ideas of someone else without proper attribution, and passing this work off as one’s own. For more discussion of academic dishonesty, see Chapter 6 in Rampolla, *A Pocket Guide to Writing in History* and the Online Writing Lab’s discussion and guidelines for avoiding plagiarism at: [https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html)

**ACCESSIBILITY AND ACCOMMODATIONS**

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

**MENTAL HEALTH**

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at any time.
- If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).
- If you are struggling and need mental health services, Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

## DIVERSITY & INCLUSION

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach their own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy is at [http://www.purdue.edu/purdue/ea\\_eou\\_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html).

## UNIVERSITY EMERGENCY POLICY

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Any changes will be posted, once the course resumes, on the course website. Here are ways to get information about changes in this course: my email address [ngabin@purdue.edu](mailto:ngabin@purdue.edu), my office phone 765-494-4141, and the History Department main office phone: 765-494-4132. I expect you to read your @purdue.edu email on a frequent basis.

Please review the Emergency Preparedness website:

[http://www.purdue.edu/ehps/emergency\\_preparedness/index.html](http://www.purdue.edu/ehps/emergency_preparedness/index.html)

## ACADEMIC GUIDANCE IN THE EVENT A STUDENT IS QUARANTINED/ISOLATED

If you must quarantine or isolate at any point in time during the semester, please reach out to me via email so that we can communicate about how you can continue to learn remotely. Work with the Protect Purdue Health Center (PPHC) to get documentation and support, including access to an Academic Case Manager who can provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Your Academic Case Manager can be reached at [acmg@purdue.edu](mailto:acmg@purdue.edu). Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation.

## HEALTH AND SAFETY GUIDELINES

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask [in classrooms and campus building](#), at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.