

American Studies for the 21st Century

Course #: AMS 2341.001

Spring 2013

Monday/Wednesday, 2:30 -3:45 p.m.

Location: Hoblitzelle Hall, 2.502

"There's a time when the operation of the machine becomes so odious, makes you so sick at heart, that you can't take part, you can't even tacitly take part. And you've got to put your bodies upon the gears and upon the wheels, upon the levers, upon all the apparatus and you've got to make it stop. And you've got to indicate to the people who run it, to the people who own it, that unless you're free, the machine will be prevented from working at all."

-- Mario Savio, leader of the Free Speech Movement at UC-Berkeley

"It is time for the preponderant majority, the responsible citizens of this country, to assert *their* rights.

It is time to stop dignifying the immature actions of arrogant, reckless, inexperienced elements within our society. The reason is compelling. It is simply that their tantrums are insidiously destroying the fabric of American democracy."

-- Vice President Spiro Agnew, "Impudence in the Streets"

Professor Contact Information

Dr. Jillian M. Duquaine-Watson

Office: HH 2.810

Email: jillian.duquaine-watson@utdallas.edu (please send messages directly to my UT-Dallas email address; do NOT send email via the course eLearning page as I do not receive those messages)

Office Phone: (972) 883-2322

Office Hours: I regularly hold office hours on the following days and at the following times:

- Mondays, 10-11 a.m., 1-2 p.m.
 - Tuesdays, 1-2 p.m.
 - Wednesdays, 10-11 a.m., 1-2 p.m.
 - Thursdays, 1-2 p.m.
 - I am also available to meet with you by appointment. Please contact me at the above email to arrange.
- NOTE: it is best to contact me several days in advance so I can accommodate your schedule.
-

Course Pre-requisites, Co-requisites, and/or Other Restrictions: none

Course Description

This course provides an introduction to American cultural studies and the interdisciplinary field of American Studies, including both theories and methods. Given the diversity of thought, cultures, and text that comprise American society (both historically and contemporarily), it is necessary to focus our course of study around a central theme. This semester, that theme is "**social and political movements of the 1960s**" and we will explore the various ways in which individuals and groups—particularly those which felt marginalized—have formulated critiques about the society in which they live and the various actions they have taken in an attempt to realize social change (ideological, economic, social, religious, gender-based, etc.). Although much of our exploration will focus on the decade of the 1960s, we will also attend to some of the "legacies" of the social and political movements of that period—in other words, the ways in which their activities have impacted American society and, indeed, our own lives and experiences.

Through a combination of lectures, discussion, projects, and multi-media, this course aims to enhance students' abilities to closely and critically interpret American cultural texts (print, visual, audio), to make and evaluate American historical and literary arguments, and to situate contemporary American cultural debates within broader historical and theoretical frameworks. In addition, and in order to enhance comparative perspectives a key element of American Studies, we will investigate dissent and related social change initiatives in various global contexts both through shared readings/discussion and through research activities.

Student Learning Objectives/Outcomes

Students who successfully complete this course will be able to:

1. Closely and critically interpret American cultural texts, including print, visual, audio, and digital;
2. Situate social change efforts within relevant historical and social institutions;
3. Formulate their own perspective on social and political movements of the 1960s and situate that perspective within broader social, political, economic, and cultural debates;
4. Explain the ways in which gender, race/ethnicity, class, sexuality, and other identities shape social and political movement, including potential avenues for social change, challenges, and perspectives on why movements are necessary.
5. Compare and contrast dissenting attitudes/rhetoric and social change ideologies and efforts among various populations and within varying contexts.

Students will also be provided with opportunities to enhance their skills in the following areas:

1. Critical thinking and analysis;
 2. Written communication (both formal and informal);
 3. Oral communication (both formal and informal);
 4. Academic research.
-

Required Textbooks and Materials

The following books are required for this course. They are available for purchase at the UTD bookstore. In addition, a copy of each book has been put on reserve in the McDermott library.

- *Takin' it to the Streets: A Sixties Reader* by Bloom and Breines (Oxford University Press). (Referred to as "BB" in course calendar.) 3rd edition (earlier editions are NOT acceptable)
- *Coming of Age in Mississippi* by Ann Moody (Delta).
- *Women Strike for Peace* by Amy Swerdlow. (University of Chicago).

Grading Policy

Your final grade in this course will be determined in accordance with your performance on the following:

ATTENDANCE & PARTICIPATION (100 points): Lectures, discussions, small group activities, and the other daily work we do are integral to your success in this course. Attendance will be taken every day. You should strive for perfect attendance and miss class only in rare and unavoidable circumstances. Work assigned for this class carries no less priority than work you may have to complete for any other class or your job. Material and information will be presented in the classroom that cannot be replicated outside the classroom or made up at a later date. If you miss a class because of serious illness, major religious observances, family emergency, or excused university activities, it is your responsibility to notify me in advance and provide official documentation. If you are absent, you are responsible for finding out all assignments, content, activities, and changes in due dates covered in class.

Class participation involves demonstrating preparedness for class and engagement with readings, videos, or other materials by:

- summarizing key points from the assigned material
- offering comments and observations
- asking and answering questions
- making connections between various readings (or between readings and media sources)
- offering alternative explanations and perspectives
- drawing on your experiences (as appropriate)
- participating in small group activities
- being an attentive listener
- respecting the viewpoints and values of others.

Class participation is a vital part of your learning process because this class revolves around discussion and group activities. It is expected that you **WILL NOT** be a passive learner in this course. Instead, you are required to be an active, engaged member of our classroom learning community and to contribute to the knowledge sharing and production that occurs throughout the course. It will be very difficult to do well in this course if you fail to participate actively. Individuals who fail to participate in an active, engaged manner will earn a low participation grade as will those who dominate discussion to the point that other voices and viewpoints are silenced.

READING ANALYSIS PAPERS: (5 x 20 points each = 100 points): In order to help you prepare for class discussions and simultaneously facilitate a more cooperative learning environment, you are required to prepare a formal, 3-page (more is acceptable, less is not) reading analysis for five class sessions and may do so only for dates when a “Unit Reading Discussion” is scheduled (see syllabus for specific dates). There are 8 opportunities for you to submit reading analysis papers—since you are only required to complete 5, this gives you some flexibility in terms of completing these particular assignments. When composing your reading analysis paper, you should strive to:

1. demonstrate that you’ve completed the assigned readings;
2. provide a thoughtful analysis of the assigned readings; and,
3. engage with the ideas/issues raised in the assigned readings.

A reading analysis paper represents a fairly straightforward type of academic writing. After completing the assigned reading material, you will choose 3 or 4 of the readings to analyze. Then, you will analyze the readings you have chosen. This is not simply a summary, nor is it meant to be a simple regurgitation of the main points or “facts” of each reading. Rather, analysis is a form of critical writing. As Shirley Wroblewski of the Michigan Society for Medical Research explains:

Critical writing is not just about acquiring data, memorizing facts, or reiterating what someone else thinks, but is a learned skill that involves active participation by the individual to understand the topic well enough to write a balanced and well communicated paper.¹

Thus, your reading analysis papers should represent your serious attempt to engage with the readings you have chosen and to put those readings “in conversation” with one another. What do they have in common—not only in terms of topics, but also tone and language/rhetoric? How are they different from one another? What are their motivations and aims/objectives? Are they persuasive—why or why not? What are their strengths and weaknesses? What response (emotional, intellectual, etc.) were they likely to elicit from various readers at the time they were originally published?

Reading analysis papers are due via the “assignment dropbox” on the course eLearning page and must be submitted no later than 2 p.m. on the date they are due. Late submissions will not be accepted under any circumstances.

¹ See Shirley Wroblewski. “How to Write a Critical Analysis Paper.” *Bio-Focus* 1(17), Fall 2007. Ann Arbor, MI: Michigan Society for Medical Research. Available: http://www.mismr.org/services/biofocus/BF-v1i17/BioFocus_v1i17.pdf

Random Quizzes and In-Class Exercises (5 x 20 points each = 100 points): At various points throughout the semester, you will complete unannounced (“random”) quizzes and other in-class exercises. These will measure your understanding of assigned readings and/or your ability to apply concepts to specific types of audio, visual, or print texts. You must be in class on the day these quizzes or exercises are conducted—in other words, if you miss class on a day that a quiz is conducted, you will not have an opportunity to make it up.

Exams (2 x 100 points each = 200 points): You will complete two exams in this course. Each exam is worth 100 points. Exams will consist of essay responses. Exam #1 is scheduled for Monday, October 1 and will be conducted in class. The final exam is due on Wednesday, December 12. More details about exams will be forthcoming as we approach these assignments. However, please know that I do not create exams that are intended to “trick” or “punish” students—instead, I look upon exams as an opportunity for students to demonstrate their understanding of course material. If you keep up with course readings and assignments, attend class, and participate fully in discussions, exams will likely be an enjoyable experience for you.

There are 500 points possible in this course as determined by the assignments described above:

- Attendance & Participation (100 points)
- Reading Analysis Papers (5 x 20 points each = 100 points)
- Random Quizzes and In-Class Exercises (5 x 20 points each = 100 points)
- Exams (2 x 100 points each = 200 points)

Final course grades will be assigned according to the following scale:

Points	Grade
450-500	A range
400-449	B range
350-399	C range
300-349	D range
299 and below	F

NOTE: Grades of + and – will be awarded in accordance with university guidelines.

Course & Instructor Policies

Assignment Format

Your assignments **must** adhere to the following formatting requirements (unless noted on an individual assignment handout):

- The following information must be included (single-spaced) on the first line of the first page of your document: your name, the title of the assignment, my name, the date submitted. Thus, it will look like this:
 - Jenna Patel, Reading Analysis paper 7, Dr. Jillian, October 30, 2013
- All margins must be 1 inch.
- Font of your document should be Times New Roman, 12-point type.
- The body/content of your document must be double-spaced.
- Citation style you choose as long as it is widely recognized (APA, MLA, Chicago style, etc.) and that you are consistent with it throughout your written work.
- Graphics, tables, and illustrations need to be clearly identified and explained.
- Documents must be free of spelling, punctuation, and grammatical errors.
- Sources must be documented and/or quoted appropriately in the text as well as in the References/Bibliography at the end of your document.
- Multiple pages **MUST** be stapled together.

NOTE: Failure to adhere to formatting requirements may result in your assignment being considered “incomplete” and, therefore, unacceptable.

Late Work

Deadlines are a serious matter. Missed deadlines and incomplete work can cause serious delays and administrative headaches. In the professional world, they can also compromise professional reputations and careers.

For these reasons, late or incomplete work is not acceptable in this course. Technological problems are not valid excuses for late work, so plan accordingly. Moreover, no late or makeup submissions will be accepted without appropriate documentation.

Extra Credit

I do not curve individual items and I do not offer “extra credit” work or “special consideration” to allow students a chance to raise their grade.

Classroom Citizenship

All members of our classroom learning community are expected to communicate in a civil and professional manner. Disagreement is acceptable (and even expected in college-level courses); disrespect, however, has no place in this or any classroom.

Technology Requirements

The course is taught using eLearning, and you should develop the habit of checking both eLearning and your UTD email often for assignments and announcements. Reliable and frequent internet connectivity is indispensable. It is your responsibility to ensure that you have access to the course through eLearning for the duration of the semester. Failure to check UTD or eLearning email, errors in forwarding email, and email bounced from over-quota mailboxes are not acceptable excuses for missing course-related emails or announcements. Additionally, to protect your privacy rights, I will only send email through your official UTD email address or eLearning email. If you choose, you can redirect both of these addresses to external addresses.

Technical Support

If you experience any problems with your UTD account or our course eLearning page, you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Classroom and Equipment Use Policies

I recognize that many of us carry cell phones and other electronic communication devices so we can be contacted in the event of emergencies or other serious situations. During class time, however, I expect all members of our classroom learning community to turn these off or set them to vibrate/silent. **No laptops, cell phones, pagers, or other electronic messaging services may be used in the classroom.** In my experience, they do not aid in the educational process but, instead, pose a significant distraction in the classroom. If you cannot adhere to this policy, I suggest you find another course that is better suited to your need.

A Note for Students who are Parents

If circumstances arise that necessitate your absence from class—such as the illness of your child, the closing of your child’s daycare center due to inclement weather, etc.—please contact me as soon as possible so we make arrangement to keep you up-to-date with course material and activities.

For information about UTD academic policies, including student conduct and discipline, incomplete grading policy, and similar matters, please visit:
<http://go.utdallas.edu/syllabus-policies>

ACADEMIC CALENDAR

We will make every effort to maintain the following schedule. Any changes will be announced & posted to eLearning so please be sure to check regularly throughout the semester.

I. THE PAST AS PROLOGUE

Week 1

Monday, August 26th:

- Introductions (to course, expectations, course participants)

Wednesday, August 28th:

- Discussion: “The 1950s as Introduction to the 1960s”
- Readings:
 - “Past as Prologue: The 1950s as an Introduction to the 1960s” (pp. 1-11 in BB)
- Video Viewing and Discussion: Clips on the 1950s in America

Week 2

Monday, September 2nd:

- No Class, Labor Day Holiday

II. CIVIL RIGHTS, BLACK NATIONALISM, & ETHNIC CONSCIOUSNESS

Wednesday, September 4th:

- Lecture: “Chronology of Movements for Racial and Ethnic Consciousness”
 - King, “The Power of Nonviolence” (pp. 14-17 in BB)
 - Moody, “The Jackson Sit-In” (pp. 17-20 in BB)
 - “SNCC Founding Statement” (pp. 20-21 in BB)
 - Malcolm X, “The Ballot or the Bullet” (pp. 109-112 in BB)
 - “Violence in the City—An End or a Beginning?” and “Watts: The Aftermath” (pp. 112-119 in BB)
 - SNCC, “The Basis of Black Power” (pp. 120-125 in BB)
 - Johnson, “Police and the Panthers” (pp. 134-136 in BB)

Week 3

Monday, September 9th:

- Video Viewing and Discussion: *Eyes on the Prize, Part 3: Ain’t Scared of Your Jails, 1960-1961*
- Readings:
 - Zinn, “Or Does it Explode?” (eLearning)

Wednesday, September 11th:

- **Unit II Reading Analysis Paper Due (1)**
- LEGACIES: clip from *Letter to the President* (first 12 minutes)
- Readings:
 - Rendon, “Chicano Manifesto” (pp. 136-139 in Bloom and Breines)
 - “El Plan de Aztlán” (pp. 139-142 in Bloom and Breines)
 - “First National Chicana Conference” (pp. 142-143 in Bloom and Breines)
 - Uyematsu, “The Emergence of Yellow Power” (pp. 146-148 in Bloom and Breines)
 - “The Alcatraz Proclamation to the Great White Father and His People” (pp. 149-150 in BB)

III. THE STUDENT MOVEMENT & THE NEW LEFT

Week 4

Monday, September 16th

- Lecture: "From SNCC to SDS to the FSM: Student Movements"
- Readings:
 - "Port Huron Statement" (pp. 50-61 in BB)
 - Mills, "Letter to the New Left" (pp. 61-66 in BB)
 - Hayden, "Raising the Question of Who Decides" (pp. 66-69 in BB)
 - Hayden, "The Politics of the Movement" (pp. 72-76 in BB)

Wednesday, September 18th

- **Unit III Reading Analysis Paper Due (2)**
- Video Viewing and Discussion: "Berkeley in the Sixties"
- Readings:
 - Rossman, "The Wedding Within the War" (pp. 86-94 in BB)
 - Savio, "An End to History" (pp. 94-97 in BB)
 - "To the Students of Political Science 113" (p. 98 in BB)
 - Calvert, "In White America: Racial Consciousness /Social Change" (pp. 99-103 in BB)
 - Davidson, "Student Power: A Radical View" (pp. 104-106 in BB)

UNIT IV: WHAT PROMPTS AN INDIVIDUAL TO JOIN A MOVEMENT?

Week 5

Monday, September 23rd

- Lecture: "U.S. Race Relations from Post-Civil War to Mid-20th Century"
- Readings:
 - Moody, *Coming of Age in Mississippi* (Part I: Childhood, beginning to p. 123)

Wednesday, September 25th

- Video Viewing and Discussion: "Eyes on the Prize: Mississippi—Is this America?"
- Readings:
 - Moody, *Coming of Age in Mississippi* (Part II: High School, pp. 127-232)

Week 6

Monday, September 30th

- Readings:
 - Moody, *Coming of Age in Mississippi* (Part III: College, pp. 235-280, and Part IV: The Movement, pp. 283-end of book)
- Hand out review sheet for exam #1

Wednesday, October 2nd

- Exam #1

V: VIETNAM & THE ANTI-WAR MOVEMENT

Week 7

Monday, October 7th

- Lecture: "Events Leading up to the Vietnam War"
- Readings:
 - Zinn, "The Impossible Victory: Vietnam" (eLearning)
 - Skakel, "One Soldier's View: Vietnam Letters" (pp. 167-172 in BB)
 - "My Lai" (p. 172-176 in BB)

- “Van Devanter, “Home Before Morning” (pp. 176-182 in BB)
- Potter, “The Incredible War” (pp. 182-186 in BB)
- Oglesby, “Trapped in a System” (pp. 187-191 in BB)
- “SDS Call for a March on Washington” (pp. 191-192 in BB)
- “SNCC Position Paper on Vietnam” (pp. 192-194 in BB)

Wednesday, October 9th

- Video Viewing and Discussion: “Hearts and Minds”
- Readings:
 - King, “Declaration of Independence from the War in Vietnam” (pp. 194-199 in BB)
 - “Channeling” (pp. 202-203 in BB)
 - The Resistance, “We Refuse to Serve” (pp. 203-204 in BB)
 - “Vietnam and the Draft” (p. 205 in BB)
 - Ferber, “A Time to Say No” (pp. 206-208 in BB)
 - “An Open Letter to the Corporations of America” (pp. 210-211 in BB)

Week 8

Monday, October 14th

- **Unit V Reading Analysis Paper Due (3)**
- LEGACIES:
 - “United for Peace and Justice” and “CODEPINK” (presented in class)
 - Eminem, “Mosh” (video clip) (in class viewing)
- Readings:
 - “Army Times” (pp. 212-213 in BB)
 - “The Fort Hood Three” (pp. 213-215 in BB)
 - Kerry, “Vietnam Veterans Against the War” (pp. 217-220 in BB)
 - Cagle, “One Vet Remembers” (pp. 220-224 in BB)

UNIT VI: THE COUNTERCULTURE (or, “MORE THAN SEX, DRUGS, & ROCK N’ ROLL”)

Wednesday, October 16th

- Lecture: “More than Sex, Drugs, and Rock N’ Roll”
- Readings:
 - “Confessions of a Middle-Aged Pot Smoker” (pp. 255-259 in BB)
 - Bess, “LSD: The Acid Test” (pp. 259-261 in BB)
 - “Unstructured Relations” (pp. 265-267 in BB)
 - “The Free-Sex Movement” (pp. 267-268 in BB)
 - Strait, “What is a Hippie?” (pp. 269-270 in BB)
 - Perry, “The Human Be-in” (pp. 271-273 in BB)

Week 9

Monday, October 21st

- Video Viewing and Discussion: “Commune”
- Readings:
 - Sugerman, “Nothing Would Ever Be the Same” (pp. 240-241 in BB)
 - Sinclair, “Rock n’ Roll is a Weapon of Cultural Revolution” (pp. 242-244 in BB)
 - Robbins, “To Dance” (pp. 244-245 in BB)
 - “The Digger Papers” (pp. 273-278 in BB)
 - “Yippie Manifesto” (pp. 278-280 in BB)
 - Rubin, “Do It” (pp. 280-283 in BB)
 - Price, “Huerfano,” pp. 283-285 in BB)

Wednesday, October 23rd

- **Unit VI Reading Analysis Paper Due (4)**
- Songs and Poems of the Counterculture
 - Audio experience: selected songs from artists of the sixties (lyrics available on eLearning)
 - Jefferson Airplane
 - Simon & Garfunkel
 - Janis Joplin
 - Pink Floyd
 - The Beatles
 - Shared reading of selected poems from Allen Ginsburg (text available on eLearning—read prior to class)
 - “First Party at Ken Kesey’s with Hell’s Angels”
 - “Crossing Nation”
 - “War Profit Litany”

UNIT VII: 1968: OPTIMISM AND DISILLUSIONMENT

Week 10

Monday, October 28th

- Lecture: A Chronology of 1968: People, Place, Events
- Readings:
 - Hayden, “Two, Three, Many Columbias” (pp. 331-33 in BB)
 - Columbia Strike Coordinating Committee, “Columbia Liberated” (pp. 333-336 in BB)
 - “List of Strike Demands” (pp. 336-338 in BB)
 - “Harvard: The Rulers and the Rules” (pp. 338-339 in BB)
 - “Santa Barbara” (pp. 340-342)
 - “Boys’ Dress Code” (pp. 345-346 in BB)
 - “Toward a Democratic Student Government” (p. 346 in BB)
 - “Students of the World” (pp. 347-348 in BB)
 - “Students Uprisings Rock Mexico” (pp. 348-349 in BB)

Wednesday, October 30th

- Readings:
 - Lerner, “The Chicago Democratic Convention” (pp. 371-375 in BB)
 - The Walker Commission, “Rights in Conflict” (pp. 375-380 in BB)
 - The Weather Underground, “Bring the War Home” (pp. 385-388 in BB)
 - Whitcover, “June: Murder of Hope” (eLearning)
- Video Viewing and Discussion: “1968”
- **Unit VII Reading Analysis Paper Due (5)**

UNIT VIII: A RISE IN POLITICAL CONSERVATISM

Week 11

Monday, November 4th

- Lecture: Conservatism and Anti-Feminism in the 1960’s
- Readings:
 - “The Sharon Statement” (pp. 289-290 in BB)
 - Goldwater, “1964 Acceptance Speech” (pp. 290-293 in BB)
 - Nixon, “If Mob Rule Takes Hold in the U.S.” (pp. 293-296 in BB)
 - Reagan, “Freedom vs. Anarchy on Campus” (pp. 296-298 in BB)
 - “The John Birch Society and the Vietnam War” (pp. 304-306 in BB)

Wednesday, November 6th

- **Unit VIII Reading Analysis Paper Due (6)**
- Readings:
 - Willis, “Communist Infiltration” (pp. 307-309 in BB)
 - Agnew, “Impudence in the Streets” (pp. 309-312 in BB)
 - Goldberger, “Tony Imperiale Stands Vigilant for Law and Order” (pp. 312-316 in BB)
 - Section on COINTELPRO (pp. 316-323 in BB)
 - “Air Pollution” (pp. 323-325 in BB)
 - Noebel, “Rhythm, Riots, and Revolution” (pp. 325-328 in BB)

UNIT IX: WOMEN’S ACTIVISM, PART I

Week 12

Monday, November 11th

- Lecture: Women’s Liberation—Issues and Strategies
- Readings:
 - Friedan, “The Problem that has no Name” (393-398 in BB)
 - Rossi, “Job Discrimination and what Women can do about it” (pp. 399-403 in BB)
 - “NOW Bill of Rights” (pp. 403-404 in BB)
 - Steinem, “What would it be like if Women Win” (pp. 404-409 in BB)
 - New York Radical Women, “Principles” (pp. 411-412 in BB)
 - “Redstockings Manifesto” (pp. 412-414 in BB)
 - Mainardi, “The Politics of Housework” (pp. 417-420 in BB)

Wednesday, November 13th

- Video Viewing and Discussion: *Killing Us Softly*
- Readings:
 - “No More Miss America” (pp. 409-411 in BB)
 - “Women Support Panther Sisters” (pp. 420-421 in BB)
 - “Women Destroy Draft Files” (pp. 421 in BB)
 - “Free Our Sisters, Free Ourselves” (pp. 421-423 in BB)
 - Morgan, “Goodbye to All that” (pp. 423-426 in BB)

Week 13

Monday, November 18th

- **Unit IX Reading Analysis Paper Due (7)**
- Readings (NOTE: all reading for this class session are available ONLY on eLearning):
 - Weiss, “What Medical Students Learn”
 - Campbell, et. al., “Women’s Night at the Free Clinic”
 - West Coast Sisters, “Self-Help Clinic”
 - “Brochure: Feminist Women’s Health Center”
 - “Using a Natural Sponge”
 - Olds, “Breastfeeding Successfully in Spite of Doctors and Hospitals” (pp. 128-129 in BG)
 - Chapter from *Our Bodies, Ourselves* by the Boston Women’s Health Collective (eLearning)

UNIT X: WOMEN’S ACTIVISM, PART II

Wednesday, November 20th

- Lecture: “Traditional” Motherhood in the 1960s
- Readings:
 - Swerdlow, *Women Strike for Peace*, beginning to pp. 69.

Monday, November 25th and Wednesday, November 27th—No Class, Fall Break
--

Week 14

Monday, December 2nd

- Video viewing and discussion: TBA
- Photo viewing and analysis (in class)
- Readings:
 - Swerdlow, *Women Strike for Peace*, pp. 70-158

Wednesday, December 4th

- Readings:
 - Swerdlow, *Women Strike for Peace*, pp. 159-end
- **Unit X Reading Analysis Paper Due (8)**
- Hand out exam #2 review

Week 15

Monday, December 9th

- Exam #2