

## A Comparative History of Prejudice, Oppression, and Resistance

**Professor:** Dr. Patricia Boyett  
**Course:** HIST Q230-001  
**Location:** Monroe 251  
**Time:** M/W 3:30-4:45 PM

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### Course Description

This global survey challenges students to critically evaluate the roles that racism, sexism, and prejudice have played in shaping the modern world across Africa, Asia, Europe, and the Americas. By comparing and contrasting case studies of enslavement, persecution, subjugation, and genocide, and exploring the violent and nonviolent resistance of marginalized peoples, students connect specific struggles to the larger global narrative and achieve a deeper understanding of the historical forces underpinning conflicts that still pervade contemporary cultures and societies. Multidisciplinary and far-reaching in its approach, this study of prejudice, oppression, and resistance familiarizes students with significant developments in modern history and illustrates the efficacy of social justice movements to combat bigotry and mitigate suffering.

Assignments and Exams	Points	Dates	Where/Time
Attendance/Discussion	100	All Semester	Class
Critical Essay I	50	Sept. 15	BB/11:59 PM
Journal I (3 entries, 1 bonus entry)	200	Oct. 7	BB/11:59 PM
Midterm Take Home Essay Format	100	Oct. 20	BB/11:59 PM
Critical Essay II	100	Oct. 29	BB/11:59 PM
Research Paper	100	Nov. 22	BB/11:59 PM
Presentation Research	50	Nov. 30 - Dec.16	Class 3:30-4:45 PM
Journal II (4 required entries)	200	Dec. 8	BB/11:59 PM
Extra Credit Forums	50	Dec. 15	BB/11:59 PM
Final Take Home Essay Format	100	Dec. 15	BB/11:59
Debate/Outline	50	Outline Dec. 15	BB/11:59 & Debate In Class 2:00-4:00
<b>SCALE:<sup>1</sup></b>			
A 940-1,000	B 869-830	C 769-730	D 669-600
A- 939-900	B- 829-800	C- 729-700	F 599-0
B+ 899-870	C+ 799-770	D+ 699-670	

**Informing Students of Grades:** The professor will provide comments on assignments and exams and inform students of their grades via Blackboard. In addition, the professor will submit updates on student progress via early warning and mid-term grades on LORA.

## **Readings/Films**

### **Required Books**

- McGuire, Danielle. *At the Dark End of the Street: Black Women, Rape, and Resistance: A New History of the Civil Rights Movement from Rosa Parks to Black Power* (New York: Vintage Press, 2011). ISBN-10: 0307389243; ISBN-13: 978-0307389244
- Abulhawah, Susan. *Mornings in Jenin*. New York: Bloomsbury, USA, 2010. ISBN-10: 1608190463 ISBN-13: 978-1608190461
- Murphy, Laura. *Survivors of Slavery: Modern Day Slave Narratives*. New York: Columbia University Press, 2014. ISBN #0231164238

**Blackboard Readings:** Assigned articles, book excerpts, poems, monologues, and various primary sources are on Blackboard and listed under the topic schedule of the syllabus, pp. 9-16.

### **Required Films on Blackboard:**

**Film Series I:** View the following film outside of class on Blackboard:

- *City of God*. Dir. by Fernando Meirelles and Katia Lund. Miramax Films, 2002. Film.

**Film Series II:** View the following film outside of class on Blackboard:

- *Malcolm X*. Dir. by Spike Lee. Warner Brothers, 2002, Film.

**Film Series III:** View **both** of the following films outside of class on Blackboard:

- *Munich*. Dir. and Prod. Steven Spielberg. Amblin, 2005. Film.
- *Some Mother's Son*. Dir Terry George. Columbia Pictures, 1996, Film.

## **Goals, Objectives, and Student Learning Outcomes**

**Develop Informed Perspectives of Secondary and Primary Sources:** Students will examine primary and secondary sources in oral, visual, and written forms and learn how to determine the value of each source. They will ponder influences on the creators of the sources by considering their historical context, the place of the creators in the society in which they composed the sources, the purpose of the sources, and the significance of the sources. During class discourses, they will assess the strengths and weakness of conflicting interpretations of historical struggles. As they practice examining various perspectives and formulating their own educated arguments in light of the evidence, they will recognize that not all interpretations are of equal value (assessed by essay exams, the critical essay, discussions, journal entries, and the research paper).

**Approach Historical Issues Holistically:** To achieve a deeper understanding of the historical, political, psychological, sociological, and religious forces that played a role in creating and destroying oppressive systems, students will analyze case studies and the global narrative through the lenses of many disciplines. In an effort to determine how the dominant and marginalized groups developed diverging perspectives that influenced their actions, students will

integrate traditional and social methods of inquiry. The multidisciplinary approach and integrated methodologies will allow students to explore the history of prejudice, oppression, and resistance holistically (assessed by essay exams, discussions, journal entries, and research paper).

**Improve Analytical Skills:** Students will improve their analytical skills by comparing and contrasting marginalized and dominant groups across cultures, geographical boundaries, and time. They will develop informed perspectives and connect specific case studies to the larger global narratives (assessed by discussions, journal entries, the critical essay, essay exams, presentations, and debate).

**Advance Oral Communication:** Students will improve their communication skills by sharing their arguments about historical developments to the class during each discussion session and by engaging in dialogues about historical perspectives. Finally, each student will select a modern form of oppression and resistance to research and present their findings to the class in a formal presentation (assessed by discussions, individual research presentation, and the final debate).

**Improve Writing Skills:** Students will improve their writing skills by writing essays, the book review, and the research paper (assessed by essays, exams, and the research paper).

**Develop a Social Justice Framework:** Students will examine the historical struggle of marginalized and dominant groups through the perspective of the Ignatian tradition and other social justice models. They will debate the effectiveness of social justice movements in the historical record and discuss their value in the contemporary era (assessed by the critical essay, essay exams, discussions, presentations, and the research paper).

## Explanation of Course Work

### **Discussions/Participation/Attendance: (100 points)**

- **Regular Attendance:** Attendance is required. Students are permitted three unexcused absences with no penalty. Thereafter, they will lose five points per unexcused absence on their attendance grade.
- **Attendance for Presentations and Final:** Everyone **must attend** every class period of the student presentations and the final debate. Students missing these dates must have an exceptional excuse and engage in makeup work.
- **Purpose of Attendance:** As I compose my lectures from a multitude of sources, the assigned readings are supplements rather than substitutes for lecture. In addition, as many class sessions are devoted to discussions and debates, students are expected to attend and to participate in this dialogue. Students will participate in regular discussions on assigned readings, journal assignments, lectures, and documentaries. We will also have some short in-class writings.
- **Academic Freedom & Development:** During our discourses, I will challenge and encourage students to develop their own educated interpretations. Discussions and debates help us advance our analytical skills because when we are exposed to conflicting interpretations, we have an exciting opportunity to reexamine our perceptions and either change, modify, or reinforce them. I have three basic rules for discussions: disagree in a respectful manner; do not engage in character assassinations or dangerous speech; and

base your arguments on evidence. Please note that attendance is vital to the development of informed perspectives and meaningful discourses, both of which are necessary components in achieving a deeper understanding of how historical forces created the modern society that we inhabit and how we might affect positive changes in the world.

### **Critical Essay I: Defining a Freedom Fighter**

- **Points Available:** 50 points
- **Length:** 700-900 words of content (not including title page or works cited page.)
- **Format:** 12-point, Times New Roman font, double space type.
- **Sources:** Readings Unit I
- **Instructions:** Drawing on readings and lectures from Unit I, compose a critical essay that explores the following questions:
  - What is the difference between a freedom fighter and a terrorist?
  - How might the concepts of universal human rights, just war, justice in war, and social justice be used to determine if a group of people are terrorists or freedom fighters?
- **Citation:** Students may use APA, MLA, or Chicago Manuel style for their citation.

### **Critical Essay II: Gender and the Civil Rights Movement**

- **Points Available:** 100 points
- **Length:** 900 – 1,200 words of content (not including title page or works cited page.)
- **Format:** 12-point, Times New Roman font, double space type.
- **Sources:** Lectures & Danielle McGuire, *At the Dark End of the Street*
- **Instructions:** Drawing on lectures, Blackboard readings, and Danielle McGuire's *At the Dark End of the Street*, examine the role of gender in racial oppression and resistance in the United States of America. (In the portion addressing McGuire's book, make sure to examine her main argument and the evidence she uses to support her thesis.)
- **Citation:** Students may use APA, MLA, or Chicago Manuel style for their citation.

### **Research Project (150 points): Paper (100): Presentation (50)**

#### **Option One**

- **Format:** 12-point, Times New Roman font, double space type.
- **Citation:** Students may use APA, MLA, or Chicago Manuel style for their citations.
- **Length:** (3,000 -4,000 words) of content (not including works cited page, title page)
- **Instructions:** Students will select a **contemporary form** of oppression and resistance that is approved by the professor to research. In their paper, they must develop an argument about how the oppression is being resisted or could be resisted.
- **Sources:** Students must use at least eight sources, including at least four primary sources.
- **Ideas for Structure:**
  - Thematic: After students provide an introduction that clearly articulates their thesis and shows how they will prove it, they may wish to spend two to three pages discussing the oppression, three to four pages examining the means of resistance, and two to three pages addressing the efficacy or impotence of such resistance and the plausible ways of succeeding in the future.

- Chronological: After students provide an introduction that clearly articulates their thesis and shows how they will prove it, they may wish to discuss and analyze the evolution of the group's resistance to oppression in a chronological framework, assessing each phase of resistance and future possibilities.

**Option Two: Creative Project:** Students may also discuss with me the possibility of developing a short documentary or a creative piece such as a short story, a scene in a play, a chapter of a book, poems, or music. If they make such a choice, they will also need to provide a critical essay (800 – 900 words) that explains how their work reflects the historical struggle. Thus, they will still need to consult at least four secondary or primary sources.

- **Citation:** Students may use APA, MLA, or Chicago Manuel style for their citations.

**Option Three: Service Learning Project:** Students may also sign up with CELTS to work on a service learning project that involves resistance to oppression. Students selecting this option will write a reflection paper (800-900 words) that examines the oppression that their agency is seeking to address and evaluates the effectiveness of that effort.

**Oral Presentation:** each student will present their work (whether they choose the creative, research paper, or service learning project) to the class in a ten-minute presentation that includes visual sources such as a PowerPoint presentation and/or documentary clips. Please keep in mind, however, that documentary clips should be no more than two minutes. If you are presenting a documentary that you made, it can be eight minutes, but you need to discuss it for two minutes.

### **Some Websites for Ideas and Sources for the Research Paper**

Human Rights Watch: <http://www.hrw.org/>

Southern Poverty Law Center: <http://www.splcenter.org/>

Center for Economic and Social Rights: <http://www.cesr.org/>

Amnesty International: <http://www.amnesty.org/>

United Nations Human Rights:

<http://www.ohchr.org/EN/Library/Pages/FindingUNHumanRights.aspx>

Loyola University New Orleans Twomey Center: <http://www.loyno.edu/twomey/bsj-articles>

Loyola University Women's Resource Center: <http://www.loyno.edu/womenscenter/resources>

### **Journals**

- **Points:** 50 points per entry, 7 required & 1 bonus; Journal I (200); Journal II (200)
- **Length:** 700-800 words per entry
- **Instructions:** Students will be assigned seven journal entries based on readings, lectures, music, films, and documentaries and permitted to submit on bonus entry on a struggle against oppression in the United States that we did NOT cover in class. Thus, no one may do this entry on the Women's Movement or the Black Liberation Movement, which we will cover extensively in the course.
- **Entry Prompts:** The professor will draw entry prompts for the required entries from the discussion questions listed under the topic schedule for each unit/section.
- **Bonus Entry:** Students will be permitted to do one bonus due with Journal I.
  - **Option One:** Research a group that struggled against oppression in the United States that we did not review. (Thus, no one may write that entry on the Women's

Movement or on the Black Liberation Movement as we will cover both extensively in class assignments)

- **Option Two:** Using of your sources for your research paper or artistic project, reflect on why it is important to your project.
- **Option Three:** Write an entry discussing your perspective of the agency where you are working. Discuss the mission of the agency and the work that you are doing to help advance that mission.
- **Due Dates:** The first three required entries **and** the bonus entry are due October 7 and the second four on December 8. Students may submit entries as the prompts are provided for feedback and grades on each entry, or they may wait to submit them until the date the journal is due and have the entries graded all at once. Once an entry is submitted and graded, it cannot be resubmitted.
- **Grading:** You may use first person “I” on the journal. Students will be graded on content and effort, meaning that they must demonstrate that they understand the material and are thinking about it deeply.

#### **Midterm (50 points):**

- **Length:** Expected length will be noted on exam.
- **Citations:** Students must cite their work using either MLA, APA, or Chicago Manual.
- **Format:** 12 point, Times New Roman font
- **Content:** The midterm will consist of essay questions from material covered on Blackboard readings, lectures, and documentaries from unit one and from the case studies thus far covered in unit 2. Students will have one week to complete the exam.

#### **Final Take Home: (100 points)**

- **Length:** Expected length will be noted on exam.
- **Citations:** Students must cite their work using either MLA, APA, or Chicago Manual.
- **Format:** 12 point, Times New Roman font
- **Content:** The final will consist of essay questions from material covered on Blackboard readings, lectures, and documentaries from the entire course, but will focus on the material covered since the midterm. Students will have at least one week to complete the exam.

#### **Debate/Outline (50 points)**

- **Content:** We will explore the various forms of resistance that we explored in class and debate their efficacy in history. We will also discuss how we might act as individuals or as groups to combat contemporary oppression.
- **Written/Oral Requirements:** Students must turn in a short outline of their preparation for the debate and engage in the debate to earn full credit.

**Extra Credit (50 possible points):** Students may attend up to five Loyola forums, round tables, or brown bag lunches that examine any form of oppression and resistance and write a 250 word essay assessing it. Students may earn up to ten points for each essay.

## **Strategies for Course Work**

### **I. Readings: Tips for Differentiating Between Secondary and Primary Sources**

Useful Sources:

- <http://www.princeton.edu/~refdesk/primary2.html>
- <http://www.uhv.edu/ac/research/prewrite/pdf/sources.pdf>

### **II. Tips for Reading Primary Sources Critically:**

- Who: Who composed the document? Who is the document addressing or examining?
- What: What is the purpose of the document? If the document contains a thesis, what is it? What are the significant points or evidence in the document?
- When: When was the document written? What time period is it addressing?
- Where: Where was the document composed? Does it address a specific geographical location? Is the geographical context important?
- Why: Why is the document significant?
- Perspective: What is your perspective of the material?

### **III. Tips for Reading Monographs Critically:**

- What is the main argument of the book?
- Is the evidence the author uses to support the argument comprehensive and convincing?
- Does the author provide a thorough conclusion demonstrating how he/she proved his/her argument?
- What is your perspective of the book?

### **IV. Tips for Reading Historical Fiction and Viewing Historical Fiction Films Critically:**

- What is the main theme and goal of the film or book? What point is the author/director trying to convey?
- Does the author/director represent the human struggle in a fair manner?
- Are the characters realistic and well-developed or are they reflective of stereotypes or a shallow understanding of humanity?
- Does the narrative develop in an interesting manner that accurately reflects the historic tone of the struggles and topics under examination?
- How well or poorly is the story presented in terms of the writing, plot development, and character arcs? In the films, also consider the imagery and performance.
- What is your perspective of the human struggle under study after reading the book or viewing the film?

### **V. Tips for Viewing Documentaries Critically:**

- What is the main point that the documentarian is trying to convey?
- Does the documentarian seek to unearth multiple perspectives of the human struggle under study?
- Does the documentarian provide substantial evidence and respond to counter narratives in a fair manner to prove his/her perspective?
- How well or poorly is the narrative developed in terms of writing, imagery, and interviews? Is it compelling?

- What is your perspective of the human struggle under study after viewing the documentary?

#### **VI. Tips for Evaluating Lectures Critically:**

- What are the main arguments presented in the lecture?
- What evidence is used to support these arguments?
- What is your perspective of the topic under study?

#### **VII. Tips for Evaluating Music Critically:**

- What point is the artist trying to convey? What is the main theme in the song?
- Does the artist use narrative, metaphor, and characters to convey his/her point?
- How well does the artist use language and music to move the listener? Do the lyrics, instruments, and vocals coalesce in terms of narrative, themes, tones, pitches, dynamics, timbres, rhythm, texture, harmony, melody, and form?
- What imagery does the song create?
- What emotions does the song cause in the listener?
- Does the song remain with the listener?

#### **VIII. Structure of the Critical Essays & the Essay Exams**

1. In your introduction, develop an argument about the historical development(s) in question and state how you plan to prove it. Do not use “I”, “you” or “we”. Use third person only.
2. Open each paragraph with a topic sentence (the argument or point that you will prove in that paragraph).
3. Support your argument with evidence and analysis from the readings and lectures.
4. Transition to the next paragraph with a sentence or two that shows how the evidence that you discussed in this paragraph relates to the evidence that you will present in the next paragraph. Each paragraph should build on the one before it.
5. In your conclusion, reiterate your argument and show how you proved it by summarizing your main points (your topic sentences) and your evidence. Finish with a sentence or two that strongly concludes your argument.

#### **IX: Tips for Journals and Discussions**

- **Discussions:** Go over discussion questions and be prepared to express your perspective of the topic under study backed up two to three historical examples.
- **Journals:** The journals are more informal than the critical essays, exam essays, and research paper. You may use first person and express emotional as well as intellectual responses to the topics under study. However, please keep in mind that you must still evaluate the material critically. You should express your perspective, albeit in a reflective manner, and have at least three examples from the course material to prove your points.

#### **X. Questions I will ask when I grade writing assignments:**

1. Did you select material that allowed you access to diverse historical interpretations and/or perspectives and which contained enough information to complete the assignment?
2. Did you open your paper with a strong introduction that asserts your perspective on the topic and which provides a clear road map for the paper (does it explain how you plan to prove your argument)?



3. Did you provide topic sentences for each paragraph that presents each of your supporting arguments?
4. Did you provide evidence to support your arguments?
5. Did you analyze the evidence and arguments?
6. Did you transition clearly from one topic to the next?
7. Is your paper organized? Is it easy to follow and understand?
8. Is the writing coherent, grammatically correct, and strong? Do you use active voice as much as possible? Did you follow the instructions by using third person? (Remember do not use "I" "you" or "we").
9. Did you use the correct format and citations for the essay?
10. Does your conclusion reiterate your main argument and supporting evidence?

**XI. Useful Metaphor:** Think of your essays like a combined opening and closing argument in a court case in which you present the point you intend to prove (thesis), assert how you plan to prove it (introduction), provide supporting arguments (topic sentences), show the evidence that proves your argument (the historical facts), analyze that evidence, and present a closing argument (conclusion) showing how you proved your case.

## **XII. Helpful Websites on Writing and Citing:**

- **Writing:** Writing Tips on Blackboard under Course Material
- **Writing and Citing:** <http://owl.english.purdue.edu/owl/>.

## **Venues for Student Assistance**

**Professor:** You are always welcome to visit me during my office hours or to schedule a non-office hour appointment to discuss your work or to discuss challenges that you are confronting. If you wish to discuss your critical essay or research paper, please bring an outline and/or a rough draft. If you want me to review your work, you must be present in my office as we discuss it. I do not review work via email as it is imperative that you are part of the review process. I will post some helpful websites about the art of writing and some of my own advice on Blackboard. As it is my hope that all of you will respect, if not become captivated by the study of history, I am committed to guiding you to succeed in a cooperative and active learning environment.

**Writing Across the Curriculum in Student Success Center:** Free peer writing consultation; no appointment necessary

- Location: Marquette 112; Telephone: 865-2297

**Special Needs:** If you have a disability and wish to receive accommodations, please contact Special Needs Services at 504-865-2297. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

## **Counseling Center**

Counseling services are free for students. Phone: 504-865-3835

Location: Danna Student Center 208, M-F 8:30-4:45

Emergency: Call LUPD and request to speak with counselor-on-call (504) 865-3434

## Code of Conduct

### Late Assignments:

- Students will be permitted to submit the critical essays, midterm, Journal I and Journal II, and the research paper **one week late for a loss of ten points. No assignments will be accepted thereafter without a serious excuse that demonstrates why the student could not turn in the assignment on the original and late due date.**
- If students have a verifiable, written excuse that explains why students could not submit the above material on time, they will be able to turn it in late for no penalty. However, they must turn in such assignments immediately. To receive lengthy extensions, students must show that a serious issue is preventing them from completing the assignments in a timely manner.
- The final will NOT be accepted late without an exceptional, verifiable excuse.
- Everyone must attend every class period of the student presentations and the final debate. Students missing these dates must have an exceptional excuse and engage in makeup work.

**Cheating/Plagiarism:** will result in an “F” on the assignment or exam and possibly an “F” in the class or expulsion from the university.

**Departmental Statement on Plagiarism:** “Plagiarism is the use of another person’s ideas or wording without giving proper credit – results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.”<sup>2</sup>

**Questioning Grades:** Students have the right to question their grades. Before contesting a grade, students must take the assignment home, read the comments, circle or highlight comments that they question, and approach the professor on the day of the next class period to schedule a meeting to present their case.

**Class Rules:** Please respect the professor and other students by refraining from conducting independent conversations or participating in other distracting behavior such as sleeping, coming late, or leaving before the end of class. If you need to leave early, please let the professor know and sit near the door so you do not disturb other students when you leave. If you arrive late, please take the nearest seat to the door and have all material you need to take notes in a place that is easy to access so that you do not disturb other students. Turn off and put away cell phones and other distracting electronic equipment while in class. Students may use laptops to take notes as long as they are not disturbing other students or surfing the web instead of taking notes.

**Notes:** I encourage students to share their notes with other students who have missed class but advise them to provide copies to other students rather than original notes. However, I discourage students from sharing their notes with another student who never attends class and who is expecting to succeed off the work of others. If such a situation occurs, please come see me. To

be fair to students attending class, I do not provide my notes to students.

**No Class Recording:** The class involves constant dialogue between the professor and the students. Thus, to protect students' rights, the recording of class sessions is prohibited.

**Emails:** Please use a professional tone in your emails. Include your first and last name and note the class name and time. Use complete sentences and proper capitalization. Please do not use internet jargon, acronyms, and abbreviations. Please also realize that though I check my email regularly and respond as soon as possible, my ability to help you will be limited if you wait until the last minute to request aid.

**Incomplete Grade:** Students will only receive an incomplete in the course if they present to the professor a written and verifiable excuse that shows that circumstances prevented them from attending class, taking exams, and completing assignments. Students must request an incomplete no later than the day of the final.

## **Emergency Policies**

**Emergency Policies:** At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:

3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension
  4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
  5. Complete any reading and/or writing assignments given by professors before emergency began.
- Assuming a power source is available....
    6. Log on to university Web site within 48 hours of an evacuation/suspension.
    7. Monitor the main university site ([www.loyno.edu](http://www.loyno.edu)) for general information.

8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.

9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)

10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

## **Lecture, Discussion, & Reading Schedule<sup>3</sup>**

Please note that students must read all of the assigned books and watch all of the assigned films. They will have some choices on the Blackboard readings based on the journal entry prompts and exam questions that they select.

### **UNIT I: Introduction (Aug. 24, 26, 31)**

**Lecture:** “Historical Roots of Modern Oppression”

**Discussion:** Human Rights, Morality, and Resistance to Oppression

#### **Blackboard Readings**

- Section: “Contemporary Theories of Justice,” 63-72, AND Wendy Cotter, “The Historical Jesus and the Kingdom of God, Becoming,” pp. 103-108, in Michael J. Maher and Daniel Hartnett. S. J., “Just Readings: A Loyola University Chicago On-Line Social Justice Reader”, University Ministry, Loyola University Chicago.
- United Nations, *The Universal Declaration of Human Rights* and the History of the Declaration.
- Jon Dorbolo, “Just War Theory”, Oregon State University, website: [http://oregonstate.edu/instruct/phl201/modules/just\\_war\\_theory/criteria\\_intro.html](http://oregonstate.edu/instruct/phl201/modules/just_war_theory/criteria_intro.html)
- Primoratz, Igor, "Terrorism", *The Stanford Encyclopedia of Philosophy* (Spring 2015 Edition), Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/spr2015/entries/terrorism/>.

#### **Discussion Questions: Historical Roots of Modern Oppression**

- **Colonization:** What motivated Europeans to colonize the Americas, parts of Asia and the Middle East, and most of Africa, and what historical and technological developments and pathogens aided Europe in its invasions and conquests?
- **Racial and Gender Ideologies:** How did the white establishment seek to justify their subjugation and exploitation of indigenous persons, slaves, and women by developing

warped theories of both Christianity (segregation theology) and Darwinism (Social Darwinism, scientific racism, scientific sexism)?

- **Readings:** Considering the readings “The Historical Jesus and the Kingdom of God, Becoming,” and “Contemporary Theories of Social Justice”, how do they contradict the white supremacist and patriarchal ideologies?

### **Discussion Questions: Human Rights, Morality, and Resistance to Oppression**

- **Human Rights:** Why did the General Assembly of the United Nations develop the “Universal Declaration of Human Rights” in 1948? What does the UN argue are the foundation of these human rights? And what are some of these universal rights?
- **Just War Theory:** Define just war theory and consider how it might be applicable in studying oppression and resistance.
- **Defining Terrorists & Freedom Fighters:** How has terrorism been defined and redefined over the course of history since the French Revolution? Consider both terrorism from above (state terrorism) and terrorism from below. What is the difference between a freedom fighter and a terrorist? How might the concepts of just cause, intention, legitimacy, the use of violence as a last resort, and the proportionality and practice of violence be used to determine if a group of people are terrorists or freedom fighters?

## **UNIT II: CASE STUDIES**

### **Section One**

#### **A Study in Contrasts: Indian & Algerian Resistance (Aug. 31-Sept. 21)**

#### **Case Study I: India: Paths to Salvation?**

##### **Topics**

- The Saint? Gandhi, the Indian National Congress, & the Independence Movement
- The Untouchable Professor: Ambedkar and the Dalit Movement
- Indian Independence and Division: Civil War and Partition
- The Continued Struggle of the Dalits and Women

**Documentary Clips:** *India Untouched: Darker Side of India I.*

##### **Readings Blackboard**

- Mohandas Gandhi, *Hind Swaraj*
- Richard B. Gregg, “Moral Jiu Jitsu,” *The Power of Nonviolence*, pp. 43-51.
- B. R. Ambedkar, “What Path to Salvation?”
- Indian Declaration of Independence
- Tracy Pintchman, “Social Justice and the Hindu Scriptures,” pp. 115-116, AND Tracy Pintchman, “Social Justice and Buddhist Scriptures,” pp. 117-118, in Michael J. Maher and Daniel Hartnett. S. J., “Just Readings: A Loyola University Chicago On-Line Social Justice Reader”. University Ministry, Loyola University Chicago.

**Discussion Questions:**

- **Gandhi and Independence:** Some critics have argued that in *Hind Swaraj*, Mohandas Gandhi employed the literary mechanism of dialogue between the editor (Gandhi) and the reader (a typical Indian critic of Gandhi) to condemn Western Civilization and exalt Indian civilization; others have argued that Gandhi developed the conversation as a medium to critically examine both Europe and India and to conclude that the ideal India would forge a synthesis of the virtues of both civilizations. What is your perspective of this debate? In your answer, consider Gandhi's concepts of satyagraha, ahimsa, and brahmacharya, their relation to some Western concepts, and his movement for the creation of a society driven by the spiritual values of tolerance, assimilation, harmonization, and the moral good.
- **Construction Nonviolent Resistance Method:** What is moral jiu jitsu and is it an efficacious and/or desirable means of resisting oppression? Consider the following: characteristics of oppression, characteristics of the nonviolent resistor, and the characteristics and advantages of moral jiu jitsu.
- **Untouchables and the Dalit Movement:** Why does B. R. Ambedkar consider Mohandas Gandhi and other Hindu social reformers hypocrites and how does he find them wanting in comparison to the American abolitionists in the era of slavery? What is his concept of the correct path to salvation for Untouchables/Dalits and how did he seek to achieve it?
- **Religious Fractures and Partition:** Why does India fragment into Pakistan and India, and how do both countries struggle in regards to human rights in the contemporary era?

**Case Study II: Algeria: A Time to Kill?****Topics**

- Algeria: A Land of the Unconquered Subjects
- Algerian War of Independence
- Gender and the War
- Algeria Today

**Readings on Blackboard**

- Proclamation of Algerian National Front, November 1954
- Frantz Fanon, "Concerning Violence," *The Wretched of the Earth*.
- Frantz Fanon, "Algeria Unveiled," *A Dying Colonialism*.
- Rita A. Faulkner, "Assia Djebar, Frantz Fanon, Women, Veils, and Land", *World Literature Today*.

**Discussion Questions:**

- **Fanon On Violence:** Why did Frantz Fanon perceive concepts of masculinity and emasculation a cornerstone of colonialism, and how does that affect his insistence that only violence will enable indigenous Africans to overthrow colonizers?
- **Gender:** Examine the role of women in the Algerian revolution and their treatment since independence. Consider how Frantz Fanon and Assia Djebar perceived women as embodying the land of Algeria, the veil as a symbol of the colonial and revolutionary struggle, and the relation of the rape of the land to the control of Algerian women.

- **The War:** The FLN, the pied noirs, and the French-Algerian government called their enemies terrorists. What is your perspective of such rhetoric and the realities of the conflict? Consider both the events leading to the war and the actions during the war.
- **Consequences of War:** What are the results of violent oppression and violent resistance in Algeria and their ultimate impact on the development of Algeria today?

**Section Two:  
Myths, Melting Pots, & Movements: Brazil & The United States of America  
(Sept. 23-Oct. 26)**

**Case Study III: Brazil: Racial Democracy?**

**Topics**

- Invasion, Conquest, Enslavement, Abolition
- From ‘Whitening’ to ‘Racial Democracy’
- Cold War Conflicts: Coup, Revolution, Military Dictatorship
- Democratic Revolution and the Myth of the Racial Democracy

**Film: View the following film on Blackboard:**

- *City of God*. Dir. by Fernando Meirelles and Katia Lund. Miramax, 2002.

**Readings on Blackboard**

- Read the following in Michael J. Maher and Daniel Hartnett. S. J., *Just Readings: A Loyola University Chicago On-Line Social Justice Reader*. University Ministry, Loyola University Chicago:
  - “Contemporary Theories of Justice,” 87-101.
  - “Education and Liberation: John Falcone on Paulo Freire” 31-40.
  - William J. Byron, “10 Principles of Catholic Social Justice Teaching,” 120-122.
- Carlos Marighella, “Minimanual of the Urban Guerrilla,” in Jay Malin, *Terror and Urban Guerrillas: A Study of Tactics and Documents*, 67-115. (Read the introduction and skim the text to examine the basic philosophy and tactics expressed by Marighella).
- “Race in Brazil,” *The Economist*, January 28, 2012.

**Discussion Questions**

- **Slavery:** Why did the Portuguese shift from Indian to African slavery in Brazil? Why was slavery particularly brutal in Brazil and why did it last so long? How did slaves and some freed peoples resist slavery via slave revolts, Quilombolas communities, and abolition movements?
- **Cold War:** How did the Cold War negatively impact Brazil? Why did some Brazilians like Carlos Marighella consider communism and a violent revolution in the form of urban guerrilla warfare the just path for Brazil? Why did Marighella call himself a terrorist and consider such a label a noble one? Why did his revolution fail? How did capitalism and communism play a role in oppression in Brazil?
- **Racial Oppression:** Consider the policies of whitening and the myth of racial democracy and how these developments prevented the rise of a civil rights movement in Brazil and led to a deeply divided society in terms of race and class. How did Paulo Freire try to address such social ills in his pedagogy and writings?

- **Film:** Many critics hailed the film, *City of God*, for exposing the cycle of poverty and violence caused by a long history of racism in Brazil. Some of these critics have compared the film to *Gangs of New York*. Other critics argued that the film neglects to provide the deep anti-black historical and contemporary environment necessary to understanding the suffering in the favelas and that much of the film caters to racial, gender, and class stereotypes that dehumanize black men and women. Considering the film and these critical debates, how did you perceive the film's ability to convey the impact of Brazil's history on the suffering in the favelas, and how might social justice methods mitigate such suffering?

### **Case Study IV: America: E Pluribus Unum?**

#### **Lecture and Discussion Topics**

- "We The People: Social Revolutions in America"
  - The Unchaining: Intersections of Black Liberation & First Wave Feminism
  - The Civil Rights Movement & Black Power
  - The Women's Liberation Movement
  - Discussion: Comparison of racial, gender, and class revolutions in America

#### **Possible Visual Presentation in class**

- James Allen, *Without Sanctuary: Lynching Photography in America*
- Documentary Clips: "Charting a New Course," Season I, Part III, *The Women Who Make America, Season I, Part III*. Prod. and Dir. Dyllan McGee. PBS. 2014. <http://www.pbs.org/makers/season-one/episode-three/>.

#### **Possible Audio Clips and Music in class**

- Louis Armstrong, "What did I do to be so Black and Blue?"
- Billie Holiday, "Strange Fruit"
- The 1951 radio broadcast of the execution of Willie McGee
- Mahalia Jackson, "We Shall Overcome"
- Lesley Gore, "You Don't Own Me"
- Queen Latifa "U.N.I.T.Y"
- Bob Marley, "Get Up, Stand Up"; "Redemption Song"
- Tupac "Changes"

**Assigned Book:** Danielle McGuire, *At the Dark End of the Street*

#### **Readings on Blackboard**

- The Declaration of Independence
- The Constitution of the United States
- Dr. Martin Luther King, "The Power of Nonviolence"
- Malcolm X, "A Declaration of Independence"
- Stokely Carmichael, "Black Power Speech" (1967)
- Black Panthers, "The Ten Point Program"
- James Forman Jr., "Racial Critiques of Mass Incarceration: Beyond the New Jim Crow"



- Becky Thompson, “Multiracial Feminism: Recasting the Chronology of Second Wave Feminism,” *Feminist Studies*.
- Claire Snyder-Hall, “Third Wave Feminism and the Defense of ‘Choice’,” *Perspectives on Politics*.
- Deborah Miller, “Women of Many Colors” (poetry)
- Analyzing Civil Rights Movements (9 pages)

**Film: View the following film on Blackboard:**

- *Malcolm X* (Black Power Movement).

**Discussion Questions**

- **The Women’s Movement:** Why is the Women’s Movement a unique struggle against oppression? How does it encompass all aspects of racial, religious, ethnic, and class struggles, and why is it sometimes divided by them? In what ways has white privilege fostered conflicts in the struggle, and why is it important that the movement address the intersectionality of the prejudices that women of color, women practicing minority religions, and women in poverty in America confront? What are the most useful social justice theories that could unite women and help all women resist their oppression?
- **The Black Power Movement and the Civil Rights Movement:** Considering lectures as well as speeches and writings by Martin Luther King, Malcolm X, Stokely Carmichael, and the Black Panthers, examine the philosophies, goals, and strategies of the Black Power and Civil Rights Movements. What was the role of violence (by the oppressor and the oppressed) in the struggle, and how did violence help or harm the movements?
- **Violence & Justice:** How did white supremacists violate and/or circumscribe federal and constitutional laws to oppress African Americans? Why was violence and the threat of violence their most powerful tactic? How did civil rights activists use civil rights cases and employ nonviolent forms of protest in public, but often self-defense tactics on their property, to force federal intervention? How did both the legal cases and the violence pique the white conscience, galvanize federal actors, and ultimately dismantle the Jim Crow system?
- **The Women’s Movement:** How did women try to address their oppression within the Anti-War, New Left, and Black Liberation Movements? And why did they ultimately determine that they needed to form a separate movement? What were the most significant obstacles and victories of the Women’s Movement, and what struggles do women continue to confront?
- **Various Social Justice Movements:** How did the Civil Rights, Black Power, and Women’s Movement influence other various racial, gender, religious, and ethnic struggles in America?
- **Contemporary Struggles:** What are the greatest obstacles confronting oppressed groups in America today? What methods of resistance would prove most efficacious in resisting oppression?

### Section III: “God’s Country? Ireland, Israel, & Palestine” (Oct. 28 – Nov. 18)

#### Case Study V: Israel and Palestine: Holy and Haunted Homelands?

##### Topics:

- Roots of the Conflict
- An Unending War?

##### Possible Documentary Clips in Class:

- *Budrus: It Takes a Village to Unite the Most Divided People on Earth* (2010)  
[https://www.youtube.com/watch?v=VusnAkW\\_Rb8](https://www.youtube.com/watch?v=VusnAkW_Rb8)
- *The Conflict Zone: Understanding Both Sides of the Israeli-Palestinian Conflict*, National Geographic Society. <http://education.nationalgeographic.com/media/israel-palestine-conflict-zone/>

**Assigned Novel:** Abulhawah, Susan. *Mornings in Jenin*. New York: Bloomsbury, USA, 2010.

##### Film: View the following film on Blackboard:

- *Munich*. Dir. and Prod. Steven Spielberg. Amblin, 2005. Film.

##### Blackboard Readings

- **Social Justice Reader:** Patti Ray, “The Concept of Justice in Judaism: Some Brief Comments,” 109-110 AND Marcia Hermansen, “Islam and Justice Issues,” pp. 111-113, in Michael J. Maher and Daniel Hartnett. S. J., “Just Readings: A Loyola University Chicago On-Line Social Justice Reader”. University Ministry, Loyola University Chicago.
- **Debate on *Mornings in Jenin*:** Bernard-Henri Levy, “The Antisemitism to Come”; Susan Abulhawa, “The Antisemitisms to Come? Hardly”.
- **Debate on *Munich*:** Allan C. Brownfeld, “Spielberg’s ‘Munich’ Continues to Stir Debate, Soul-Searching About Israeli Policies”
- **Holocaust:** Letters by Holocaust survivor, Ferenca Rottenstein

##### Preparation for Discussion and Assignments:

- **Homeland:** What are the historical, political, and religious claims to the holy land by Palestinians and Israelis?
- **Methods:** How have Israelis and Palestinians used violence and nonviolence to achieve their goals?
- **Perspectives:** Considering the narratives and perspectives presented in the film, *Munich*, and the novel, *Mornings in Jenin*, do they reflect fairly the human struggles in the Palestinian and Israeli conflict?
- **Holocaust:** Considering the letters by Ferenca Rottenstein, why is it vital that we understand how the horrors of the Holocaust in conjunction with a long history of Jewish oppression created the desire for a Jewish homeland? How do Abulhawa and Spielberg address these issues?

- **Value of Historical Fiction:** Do you consider historical fiction a powerful medium in which to address oppression and resistance? What responsibilities do artists of historical fiction have to set their narratives in an accurate historical context? Why?
- **Social Justice:** Considering the perspectives of religion and social justice as expressed in Patti Ray’s “The Concept of Justice in Judaism: Some Brief Comments,” and Marcia Hermansen’s “Islam and Justice Issues,” how do you assess the Israeli and Palestinian conflict? What social justice methods might help bring about a resolution to this seemingly unending conflict?

### **Case Study VI: Ireland: The Resistance of the Dispossessed**

#### **Topics:**

- Empire: Where the Sun Never Sets
- The Irish Revolution and the Birth of the Irish Republic
- The Irish Civil Rights Movement in Northern Ireland
- “The Troubles”
- Ireland Today

#### **Possible Documentary Clips/Music in Class**

- Patty McGuigan, “The Men Behind the Wire 1975”
- Christy Moore, “No Time for Long”
- U2, “Sunday, Bloody Sunday,” and “Please”
- *Britain’s Secret Terror Force*. Prod. and Dir. Leo Telling. BBC. 2013.

#### **Readings on Blackboard**

- IRA Greenbook
- Poems/Songs

#### **Film: View the following film on Blackboard:**

- *Some Mother’s Son*. Dir Terry George. Columbia Pictures, 1996, Film.

#### **Discussion Questions**

- **Influences:** How did the American Civil Rights Movement and various struggles against oppression across the globe influence Ireland in the 1960s?
- **Oppression:** How did the response of the British government and some Irish Protestants to the Northern Ireland Civil Rights Movement fuel the revival of the IRA?
- **Methods:** Could a persistent nonviolent civil rights movement have achieved the same results, better results, or worse results than the IRA’s violence for Northern Ireland?
- **Film:** How does the movie, *Some Mother’s Son*, offer some of the varying perspectives of Catholic women toward the Troubles and how does the treatment of two mother’s sons by the British and Protestant Irish establishment impact these perspectives?
- **Terrorists or Freedom Fighters:** Do you consider the IRA members terrorists or freedom fighters? Why?

## Section IV: Modern Slavery and the New Abolitionists?

**Date: Nov. 23**

### **Documentary Clips**

- Documentary: *Soldier Child* (<http://topdocumentaryfilms.com/soldier-child/>)
- Documentary: *Slavery: A Global Investigation* (<http://topdocumentaryfilms.com/slavery-a-global-investigation/>) 80 minutes

### **Discussion of Required Book:** Laura Murphy, *Survivors of Slavery*

- You must read the introduction, chapters 7 and 8, the epilogue and two other chapters of your choosing in the book. To prepare for our discussion and your exam question, you must be able to:
  - Define the goals of the editor, Laura Murphy.
  - Discuss two types of modern slavery (the motives of the enslavers, how the enslavers are able to practice slavery, the experience of enslaved persons, the response of state and/or international actors).
  - How have survivors resisted their enslavement and how do many of them continue to actively oppose modern slavery?
  - Discuss some significant means of abolishing modern slavery.

## **Unit III: Research Projects**

**Research Presentations:** Nov. 30, Dec. 2, 7, 9, Final

**Instructions:** Students will select a **contemporary** form of oppression and examine ways in which the oppression is being resisted and/or could be resisted. Your topic must be approved by me.

### **Final's Week**

- Complete Presentations if not finished
- Final Essay Exam: Turn in final to professor
- Debate on forms of resistance to oppression.

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<sup>1</sup> Grading Scale: \*Note that you may earn 100 extra credit points with the bonus journal entry & extra credit forums.

<sup>2</sup> William G. Campbell, Stephen V. Ballou, and Carole Slade, *Form and Style: Thesis, Reports, Term Papers*, 6th edition (Boston: Houghton Mifflin, 1982), 52. See too Loyola's website: <http://library.loyno.edu/researchtech/research/citing/plagiarism.php>.

<sup>3</sup> The class lecture schedule may change according to class needs or emergencies.