

**HIS 3942/09B4**  
**History Practicum (Provisional Syllabus)**  
**Civil Unrest in the United States, 1960s - present**  
**Spring 2015**

Course Meets

MWF period 7 (1:55-2:45 p.m.) in Keene Flint 119

Instructors

Dr. Louise Newman, [lnewman@ufl.edu](mailto:lnewman@ufl.edu)

Luc Houle, [luc.houle@ufl.edu](mailto:luc.houle@ufl.edu)

Office hours

Newman, Wed, 3-4pm, in Keene Flint 212 and by appointment

Houle, Mon, 3-4 pm and Wed 10-11pm, in Keene Flint 9

**The History Practicum**

“Practicum” means doing practical work, and the history department’s practicum introduces students to the basic practices of historical investigation. It is designed to help students develop fundamental skills in critical reading, analytical thinking, historical research, and argumentative writing, all of which are needed to succeed in the major and which will serve students well in their future endeavors, no matter what profession or occupation they pursue after graduation.

These skills include learning how to:

- effectively communicate ideas about history, both orally and in writing
- find and interpret various kinds of evidence that bear on a historical problem
- read and understand scholarly arguments about why certain historical events took place and how they affected future events
- identify the thesis-argument in others’ work and formulate an original thesis based on primary sources
- frame a historical problem for consideration and compose lucid analyzes of historical documents
- provide complete citations for documentary evidence, following the Chicago Manual of Style
- master editing techniques to improve one’s own writing
- provide constructive feedback on others’ work

### **Description of the course topic**

To gain insight into how historical knowledge is created, this Practicum focuses on civil unrest that took place in the United States during the 1960s and 1970s, including protests against the Vietnam War, demonstrations in support of women's and gay liberation, and student activism in the Civil Rights movement. The course explores how historians think about civil unrest and social change. How do historians analyze the origins and impact of social protest movements? What kinds of sources have historians uncovered to help them understand such phenomena? How did these movements "spread"? How do historians know when/if they are "over"? Students will have an opportunity to explore civil unrest in subsequent decades, up to and including the present moment.

---

### **Course objectives**

- Become comfortable with the kinds of logic and inductive reasoning that historians find credible (causes, contingencies, coincidences)
  - Understand why dates, facts and details matter so much to historians and how they go about interpreting such information to make an argument about the significance of specific events
  - Be able to identify and explain the different kinds of approaches and methodologies that historians use in trying to make sense of historical data
  - Develop the skills in critical reading and thinking (how to identify and assess the author's thesis argument and presentation of evidence), which are necessary to succeed in the history major
  - Develop the skills in argumentative writing (how to compose an original thesis, how to structure a formal academic essay, how to effectively summarize others' work, how to paraphrase), which are necessary to succeed in the history major
  - Practice some of the basic steps in researching and writing a paper on an historical topic, including identifying a topic, formulating a historical question about that topic, identifying and analyzing relevant primary sources to help answer the question, coming up with an hypothesis (an answer to the question) and "proving" the hypothesis by supporting it with relevant information and persuasive argumentation
  - Learn how to follow style sheets and instructions for the professional presentation of historical work, including how to formally introduce quotations into an essay, present epigraphs, and format footnotes and bibliographies
- 

### **Questions concerning historical argument and methodology addressed in this course**

- Why do historians study the past and keep writing about events that are "over"?
- What is the difference between history and historiography?

- What are the essential characteristics of a good historical narrative? Do historical accounts need to be objective? neutral? fair? credible? truthful? How do we know if they are these things?
  - Does historiography have to be presented in a particular form or genre (i.e. a written text, such as a book or article) in order for it to have validity or authority as an accurate or credible account of history?
  - Do we have the same expectations of and standards for historical narratives that are presented in a visual form (films, documentaries, photographs, cartoons, drawings, illustrations) or aural/oral forms (lectures, lyrics, speeches, stories, interviews, oral histories) as we do of written historiography?
  - Why are primary sources so essential to understanding what happened and to writing historical narratives? How do historians interpret such sources? What does a “careful reading” of a primary source entail? What does it mean to contextualize a primary source or an event?
  - What is the advantage of using many different (kinds of) sources? Why do historians value accounts that address the same issue/problem from multiple perspectives? Why do historians value accounts that offer multiple causes to explain why change occurs?
- 

### Required readings

The required readings for this course include two books, articles published in anthologies or academic journals, and information that appears on websites. There is roughly 75-100 pages of reading required each work (sometimes more), and some weeks students will also be required to watch a documentary film in addition to the reading assignment.

The following books are required and may be purchased from an area bookstore (e.g., Gator Textbooks on SW 2<sup>nd</sup> Ave in the Creekside Mall or the UF Bookstore on Museum Road) or an online bookseller (like Amazon.com).

### Required texts that must be purchased

- **Bloom, Alexander, ed.** *Long Time Gone: Sixties America, Then and Now*. New York: Oxford University Press, 2001. [We will be reading the following chapters: Bloom’s introduction, Bond, Breines, Appy & Bloom, Melton, Miller, Evans]
- **Rampolla, Mary.** *A Pocket Guide to Writing in History*. **Seventh edition.** Boston: Bedford/St. Martins, 2012. (The earlier editions are out of date and not as good. Do not buy them no matter how much you can save by doing so. This is the most important book assigned in the course and it will prove invaluable to you as a history major. Please spend the extra money to purchase the seventh edition - all page references contained in the syllabus are to this edition.)

- **One full-length scholarly monograph or activist's memoir** on a topic relevant to the course, which will be chosen by each student, read carefully, and summarized in the Annotated Bibliography requirement of the Final Research Assignment.

**Articles/book chapters that must be downloaded from Course Reserves/ARES (a few more will be added)**

The following articles and book excerpts are also required reading. They are available electronically and can be accessed through the ARES/Course Reserve tab on Smathers Libraries' home page: <https://ares.uflib.ufl.edu>. If you are connecting to the Library from home—to see the full texts of the assigned articles, and/or to have full use of the various library services, electronic databases and the OneSearch feature, you must first open and connect through CISCO's VPN client, which you can download for free.

- **Thomas**, Michael Steven. "The May 1972 Crisis." *Alpata* (Spring 2012): 81-91.
- **Hall**, Jacquelyn Dowd. "The Long Civil Rights Movement and the Political Uses of the Past." *Journal of American History* 91.4 (2005): 1233-1263.
- **Schultz**, Ruth and Bud. *It Did Happen Here: Recollections of Political Repression in America*. Berkeley: University of California Press, 1989, 318-333. [excerpt by Scott Camil]
- **Tosh**, John. "The Uses of History," *The Pursuit of History: Aims, methods and new directions in the study of modern history*. Longman, 1984, 1-26.

In addition, students will be working on research projects that will require that they identify, locate and read additional primary and secondary materials.

---

**Documentaries**

Excerpts from the following documentaries may be screened in class and/or be required viewing at home. Students do not need to purchase copies.

- *Berkeley in the Sixties* (Mark Kitchell, 1990)
  - *Eyes on the Prize*
  - *Reflections Unheard: Black Women in Civil Rights* (Nevline Nnaji, 2013).
  - *Miss America* (American Experience, PBS, 2006)  
*PBS has a good website describing this video, including a timeline:*  
<http://www.pbs.org/wgbh/amex/missamerica/timeline/index.html>
  - *Protest: The Story of the Gainesville 8* <http://youtu.be/Q5Pjyu4JI0k>
-

**Graded assignments (1000 total points)**

Graded assignments include a wide variety of assignments: short writing exercises, worksheets, conducting and transcribing an oral history interview; creating and presenting an online exhibit (done in groups of 4); and the researching of a historical topic, using primary sources. Unless otherwise indicated, all assignments must be typed and presented formally. There will be significant point deductions for not following verbal or written instructions concerning the presentation and submission of an assignment.

- Detailed instructions and grading rubrics for major assignments (those worth more than 100 points) will be distributed at least one week before the assignment is due.
- Some assignments must be submitted on-line through one of the e-learning websites located at lss.at.ufl.edu, while other assignments must be typed and handed in at the start of the class period. Often the instructions state that students are required to submit both electronic and hard copies, so students need to follow instructions carefully, as partial submissions will not be graded.
- Students should keep both hard and electronic copies of all their work in case there are any problems in the submission or grading of assignments.

**The final course grade is based on 1000 points, determined as follows:**

**Special visits/5 worksheets (10% of course grade)**

- |  |    |
|--|----|
| • Visit to Smathers Archives (Library East) and worksheets #1, 2 | 40 |
| • Visit to Samuel Proctor Oral History Program and worksheet #3  | 20 |
| • Visit to Library West and worksheet #4                         | 20 |
| • Attendance at a public lecture and worksheet #5                | 20 |

**Quizzes, Exercises and Short Essays (40% of course grade)**

- |  |     |
|--|-----|
| • Quizzes taken online   | 100 |
| • Short exercises  |     |
| Ex 1. Discussion of Civil Unrest   | 50  |
| Ex 2. Citing Sources: footnotes/endnotes (Bloom, Breines)  | 50  |
| Ex 3. Analyzing how historians frame and answer a historical question (Appy & Bloom)             | 50  |
| Ex 4. Analyzing a historiographic conversation among historians and summarizing thesis-arguments | 100 |
| Ex 5. Analyzing a primary source   | 50  |

**Longer Assignments (50% of course grade)**

- |   |     |
|---|-----|
| • Assignment 1. Conducting and Transcribing an Oral History Interview | 100 |
| • Assignment 2. Creating an online exhibit (done in groups of 4)      | 200 |
| • Assignment 3. Researching a Historical Topic (Prospectus)           | 50  |
| • Assignment 4. Final Project (Title Page, Abstract, Bib)             | 150 |

**Extra Credit opportunities**

- Occasionally, students will be able to earn extra points by submitting additional assignments. These will be announced in class and due by the next class period.
- Also, students may be rewarded with extra credit for following this syllabus' instructions **precisely** (i.e., if the syllabus says, "bring two copies to class"—students who do so may find themselves with extra credit, while students who do not do so will find themselves dismissed from the class and counted as absent.)

**Grading Scale**

Letter grades for the course will be assigned according to the following point scale:

<b>Letter Grade</b>	<b>Total Points</b>	<b>GPA Equivalent</b>
<b>A</b>	<b>950-1000</b>	<b>4.0</b>
<b>A-</b>	<b>900-949</b>	<b>3.67</b>
<b>B+</b>	<b>875-899</b>	<b>3.33</b>
<b>B</b>	<b>850-874</b>	<b>3.0</b>
<b>B-</b>	<b>800-849</b>	<b>2.67</b>
<b>C+</b>	<b>775-799</b>	<b>2.33</b>
<b>C</b>	<b>750-774</b>	<b>2.0</b>
<b>C-</b>	<b>700-749</b>	<b>1.67</b>
<b>D+</b>	<b>675-699</b>	<b>1.33</b>
<b>D</b>	<b>650-674</b>	<b>1.0</b>
<b>D-</b>	<b>600-649</b>	<b>0.67</b>
<b>E</b>	<b>&lt;600</b>	<b>0</b>

For information on UF's grading system and policies, please consult the Undergraduate Catalog <<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>>.

---

## Weekly schedule

**Class meets MWF from 1:55-2:45. Attendance is required at all class meetings.**

- Mon** Mondays are devoted to discussing the assigned readings for the week. Students are required to bring hard copies of the week's readings to class with them, along with their notes and questions about the readings. In the first half of the semester, students will take a weekly online quiz on the readings, due Sunday at 11:55 p.m.
- Wed** Wednesdays will involve discussions of primary sources and/or in-class workshops, with students working individually or in groups on special activities designed to improve reading and writing skills. These activities cannot be made up, so students who are absent from class or who do not bring the required materials will forfeit any points associated with these assignments. We will be consulting Rampolla's text regularly, so students are required to bring this book to class every Wednesday (and sometimes to other classes as well.) Again, failure to do so may result in dismissal from class, and any points associated with the session's activities will be forfeited.
- Fri** **Fridays are devoted to special campus visits and other fun activities, such as the discussing of documentaries.**  
At various times during the semester, students will be required to visit archives and libraries on campus and hand in a worksheet. On other Fridays, we will do individual and group exercises in class. Most of the graded assignments are due in class on Friday, and students must be present at the start of class for these assignments to be accepted. To participate in these activities, students will sometimes be required to bring multiple copies of their assignments to class with them. These are the most important class meetings in terms of mastering the required skills. Again, these activities cannot be made up, so students who are absent from class or who do not bring the required materials will forfeit any points associated with these assignments.
- Public Lecture** **Day/time of the student's choosing**  
Once during the semester, students will attend a public lecture on a historical topic and submit a worksheet, including a short essay analyzing the event. The worksheet (#5) is due in the class by week 14.

Due to holidays, class will **NOT** be held on the following dates:

- January 19, Monday (MLK holiday)
- February 16, Monday (Presidents' Day)
- March 2-6, Monday-Friday (Spring Break)
- April 3, Friday (Good Friday, Passover)

### **Policies regarding attendance, participation and assignments**

- Unlike most other history courses offered by the University of Florida, this course has a significant “workshop” component, which requires students’ presence in class every day. Regular daily attendance is critical to the pedagogy of the course, so attendance will be taken at every class meeting, and there will be penalties in the form of point deductions for absences, lateness and dismissals.
- Students may have two “free” absences. Students who miss more than two classes will have penalties in the form of point deductions applied to their final course grades. Students who have three absences will have 50 points subtracted from their final course grade (an A will be reduced to an A-; an A- to a B+, etc). Four absences will result in a deduction of a 100 points or a full grade deduction (an A will be reduced to a B; an A- to a B-); five or more absences will result in a failing grade.
- Students are advised to prepare carefully for each class, as their contributions will be assessed for how thoughtful and engaged students are with the readings.
- Students are expected to have completed all reading and writing assignments by the beginning of class on the date specified on the syllabus. Students who come to class unprepared to discuss the readings, or without the assignments that are due that day, may be dismissed from the class and counted as absent. Any points associated with the session’s activities will be forfeited.
- Students must bring to class hard copies of the books and articles that will be discussed in class that day. Electronic copies are not adequate for the exercises that will be done in class. Failure to do so may result in students being dismissed from the class and counted as absent, and again any points associated with the session’s activities will be forfeited.
- In general, no late work will be accepted unless accompanied by documentation from the Dean of Students or Health Services offices. However, in the case of exceptional or unforeseen circumstances, students needing an extension of a deadline may request one from the instructor in advance of the deadline.
- To ensure that students are learning the necessary skills, which build one upon the other, students must complete and submit every assignment in sequence and will not be allowed to submit a later assignment until all the former assignments have been completed. Since late assignments are generally not accepted, this means that students must keep up with readings and assignments in order to do well in the course. If unforeseen circumstances arise that may cause you to fall behind, please let the instructor know about these circumstances as soon as possible.



### General course policies

- Students are expected to arrive on time, be attentive and respectful during class, and remain until class is dismissed. Habitual or severe lateness will be treated as an “absence” and penalized with grade deductions (see above). Requirements for class attendance and assignments in this course are consistent with university policies that can be found in the Undergraduate Catalog <<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>>.
- Cell phones should be turned off before entering the classroom. Computers (laptops, tablets) are permitted, but students caught using them inappropriately-- e.g., emailing or using social media-- will be asked to leave the classroom and will be counted as absent from the session.
- Students requesting accommodation for disabilities must register with the Dean of Students Office (<https://www.dso.ufl.edu/>) and obtain proper documentation to be submitted to the instructor during the first week of the semester. **Instructors are not obligated to grant accommodations after the first week of the semester.**
- Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online <<https://evaluations.ufl.edu>>, typically during the last two weeks of the semester. Summary results of these assessments are available to students at <<https://evaluations.ufl.edu>>.
- All students must adhere to the University of Florida's standards of academic honesty. UF students are bound by The Honor Pledge, which states: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) also specifies a number of behaviors that are in violation of this code and the possible sanctions that may be applied to those found guilty of violating the code. Students are obligated to report any condition that facilitates academic misconduct to appropriate personnel (usually the instructor). If you have any questions or concerns, please consult with the instructor or TAs in this class. A copy of the student code of conduct may be found at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>. Information explaining conflict resolution procedures is available at <<https://www.dso.ufl.edu/sccr/conflict-resolution/>>.

Acts of plagiarism include:

- Turning in a paper that was written by someone else (i.e., papers written by another student, a research service, or downloaded off the Internet); or written by you for another course.

- Copying a significant portion of work written by another author without using quotation marks and without acknowledging the source through a commonly accepted style of footnoting.
  - Paraphrasing text written by another author without referencing that author within the text and by using a commonly accepted style of footnoting.
  - Using someone else's unique idea or concept without acknowledging the original author and source in the text and by using a commonly accepted style of footnoting.
- Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### **Overview of topics**

**Week 1.** Introduction: History as an Academic Discipline (Jan 7, 9)

**Week 2.** An Overview of Civil Unrest in the 1960s and 1970s (Jan 12, 14, 16)

**Week 3.** Civil Rights Protests (--, Jan 21, 23)

**Week 4.** Student Demonstrations against the Vietnam War (Jan 26, 28, 30)

**Week 5.** Women's Liberation/Gay Liberation (Feb 2, 4, 6)

**Week 6.** Pop Culture & Civil Unrest: (Sex, Drugs and) Rock 'n Roll (Feb 9, 11, 13)

**Week 7.** Civil Unrest in Gainesville (-- Feb 18, 20)

**Week 8.** Learning to conduct oral history interviews/Visit SPOHC (Feb 23, 25, 27)

**Week 9. Spring Break –No Classes** (Mar 2, 4, 6)

**Week 10.** Working with Memories (Mar 9, 11, 13)

**Week 11.** Locating Sources and Taking Notes (Mar 16, 18, 20)

**Week 12.** Moving from Topic to Thesis: Formulating a Suitable Research Question  
(Mar 23, 25, 27)

**Week 13.** Titling your Essay and Refining your Thesis-Argument (Mar 30, Apr 1, --)

**Week 14.** Working on Online Exhibit and Essays (Apr 6, 8, --)

**Week 15. Presentations of online exhibits** (Apr 13, 15, 17)

**Week 16.** Conclusion (April 20). Last Day of Classes

## Overview of Assignments and Due Dates

- Week 1.** Introduction: History as an Academic Discipline (Jan 7, 9)
- Tosh, Rampolla. (Jan 9, Fri)
  - Quiz 1. (Jan 11, Sun, 11:55 p.m.) (10q=10pts, 2 tries)
- Week 2.** An Overview of Civil Unrest (Participatory Democracy) in the 1960s and 1970s (Jan 12, 14, 16)
- Bloom, Breines. (Jan 12, Mon)
  - Port Huron Statement (1962) (Jan 14, Wed)
  - *Berkeley in the Sixties*, first half (documentary) (Jan 16, Fri)
  - Ex 1. Discussion of Civil Unrest (Jan 16, Fri, start of class) (50 pts)
  - Quiz 2. (Jan 18, Sun, 11:55 p.m.) (10q=10pts, 2 tries)
- Week 3.** Civil Rights Protests (--, Jan 21, 23)
- Bond, Miller, Hall. (Jan 21, Wed)
  - *Reflections Unheard* (documentary) (Jan 23, Fri)
  - Bring a primary source to class (Jan 23, Fri)
  - Ex 2. Citing Sources (Jan 23, start of class) (50 pts)
  - Quiz 3. (Jan 20, Tues, 11:55 p.m.) (10q=20pts, 1 try)
- Week 4.** Student Demonstrations against the Vietnam War (Jan 26, 28, 30)
- Appy & Bloom, TBD, Rampolla (ch 3). (Jan 26, Mon)
  - *Berkeley in the Sixties*, second half, (Jan 28, Wed)
  - Bring a primary source to class (Jan 28, Wed)
  - Ex. 3. Appy & Bloom essay (Jan 30, Fri start of class)
  - Quiz 4. (Jan 25, Sun, 11:55 p.m.) (10q=20pts, 1 try)
- Week 5.** Women's Liberation/Gay Liberation (Feb 2, 4, 6)
- Evans, D'Emilio. (Feb 2, Mon)
  - *Miss America* (documentary) (Feb 4, Wed)
  - Friedan (Feb 4, Wed)
  - Quiz 5. (Feb 1, Sun, 11:55pm ) (10q=20pts, 1 try)
  - Ex. 4. Analysis of Primary Source-- Friedan (Feb 6, Fri)
  - Online Exhibits Workshop, (Feb 6, Fri) Worksheet 1 due after class
- Week 6.** Pop Culture & Civil Unrest: (Sex, Drugs and) Rock 'n Roll (Feb 9, 11, 13)
- Melton, Lipsitz. (Feb 9, Mon)
  - Quiz 6. (Feb 8, Sun, 11:55 p.m.) (10q=20pts, 1 try)
  - Ex. 5. Historiographic essay (Feb 13, Fri) due at start of class
  - Online Exhibits Workshop (Feb 13, Fri) Worksheet 2 due after class

- Week 7.** Civil Unrest in Gainesville (-- Feb 18, 20)
- Thomas, Schultz (Camil) (Feb 18, Wed)
  - *Protest* (documentary) (Feb 18, Wed)
  - Students need to choose a memoir/monograph to read. (Feb 20, Fri)
  - Quiz 7. (Feb 17, Tues, 11:55 p.m.) (10q=20pts, 1 try)
- Week 8.** Learning to conduct oral history interviews/Visit SPOHP (Feb 23, 25, 27)
- “Best Practices and Tips on Oral Histories” (Feb 23, Mon)
  - Visit to SPOHP, Pugh Hall (Feb 23, Mon) Worksheet 3 due after class
- Week 9.** Spring Break –No Classes (Mar 2, 4, 6)
- Students will be conducting oral history interviews over the break
  - Students will complete the reading of a memoir/monograph over the break
- Week 10.** Working with Memories and Memoirs (Mar 9, 11, 13)
- Asst 1. Transcription of Oral History due in class (Mar 9, Mon)
  - Students will be working on their online exhibits in Friday’s class
- Week 11.** Identifying a Topic, Locating Sources and Taking Notes (Mar 16, 18, 20)
- Students will be working on their online exhibits
- Week 12.** Formulating Suitable Research Questions (Mar 23, 25, 27—ESB)
- Omeka Workshops/Library West (Mar 23 and Mar 25)
  - Visit Library West/ Worksheet 4 due (Mar 27, Fri)
- Week 13.** Titling your Essay and Refining your Thesis-Argument (Mar 30, Apr 1, --)
- Asst 2. Prospectus due in class (Mar 30, Mon)
- Week 14.** Completing Online Exhibits and Essays (Apr 6, 8, --)
- Last day to turn in Worksheet 5/Public Lecture (Wed, Apr 8)
- Week 15.** Presentations of online exhibits (Apr 13, 15, 17)
- Asst 3. Online exhibit due in class (Apr 13, Mon)
- Week 16.** Conclusion (April 20, Mon). Last Day of Classes
- Asst 4. Final Essay due in class (Apr 20, Mon)