



Making Social Change Undergraduate Course Information Guide

Course Number: CCH 118, 2 credits, 5 Weeks
Delivery Formats: Online Async

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Course Description

In the first twenty years following World War II, Americans participated in the democratic process and in civil society in record numbers. They participated in public meetings, belonged to labor unions, joined churches, and formed professional societies. These civic structures and habits of involvement empowered citizens to believe they could make a difference in their communities and laid the groundwork for some of the major social movements of the second half of the 20th Century. Civil rights, second-wave feminism, gay rights, and Latino rights all have their roots in the 1960s and continued their work over the following decades. In this class, we will explore civic engagement through the lens of our recent history. We will look at how these movements developed and analyze how they achieved their goals. We will take lessons from our predecessors and apply them to our own efforts to make a contribution to the lives of people in our local, national or global communities.

Learning Outcomes

After completing this course, you will be able to:

- Identify factors that contributed to unequal power relations between Americans of different races in the 1960s.
- Analyze the concept of privilege.
- Describe the social situation for LGBT Americans in the 1960s.
- Describe the plight of California farm workers in the 1950s and 60s.
- Describe strategies that 1960s civil rights activists used to effect change.
- Describe tactics used by second wave feminists to effect change.

Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

Students in this course will read articles, watch films, participate in online discussions, and create a final project to demonstrate their learning.

Required Readings

There is no required textbook for this course. All readings and films are available via library e-reserves or within the online course. Additional resources related to current events may be added after the start of the quarter. Check the weekly readings in D2L for information on any required or supplemental resources.

Some readings will be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Assessment of Student Learning

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Active participation in 6 online discussions	50%
Project Proposal	5%
Final Paper	45%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Week 1, Module 1:	<p>E-Reserve: Zinn, H. <i>A People's History of the United States</i>, Chapter 17 "Or Did it Explode?"</p> <p>E-Reserve: 2012. "Chicago SNCC and the Black Freedom Struggle." <i>OAH Magazine Of History</i> 26, no. 1: 55-57.</p> <p>1963 Chicago School Boycott Chicago History Museum School Boycott Collection UIC Library Special Collection: "Fight School Segregation!"</p> <p>Video: <i>Eyes on the Prize</i>, "The Time Has Come"</p>	<p>1.1 Introductions Discussion</p> <p>1.2 MLK or Malcolm X? Discussion</p>
Week 2, Module 2:	<p>McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack" (1989), <i>Peace and Freedom Magazine</i>, July-August, 1989, pp. 10-12,</p> <p>E-Reserve: Zinn, H. <i>A People's History of the United States</i>, Chapter 19 "Surprises"</p> <p>Video: <i>Makers</i>, Part 2: "Changing the World"</p>	<p>2.1 Unpacking Privilege Discussion</p> <p>2.2 Are You a Maker? Discussion</p> <p>2.3 Project Proposal</p>
Week 3, Module 3:	<p>E-Reserve: Chapter 3 "It Was the Sixties That Did It: Gays Get Radical, Radicals Get Gay" from Hirshman, Linda (2012). <i>Triumph: The Gay Revolution</i>.</p> <p>E-Reserve: Mungello, D. E. "A Spirit of the 60's." <i>Gay & Lesbian Review</i></p>	<p>3.1 Thinking About Tactics Discussion</p>

	<p>Worldwide 15, no. 3 (May 08): 20-22.</p> <p>Vedantam, S. (April 2019). Radio Broadcast: Choice of the two below. The first option is an edited version of the second.</p> <ul style="list-style-type: none"> • Hidden Brain: America's Changing Attitudes Toward Gay People (7:03) • Radically Normal: How Gay Rights Activists Changed The Minds Of Their Opponents (52:14) <p>Timeline of the Gay Rights Movement (archive of timeline from PBS website)</p> <p>Video: How to Survive a Plague</p>	
Week 4, Module 4:	<p>Tejada-Flores, Rick. "The United Farm Workers Union"</p> <p>E-Reserve: Breving, Bob. (2007). Changing Society: The Lives of Worker Heroes Who Made a Difference. Chapter "Dolores Huerta Nourishes the Poor" pp. 82-90.</p> <p>E-Reserve: Rodriguez, Arturo S. "Why Cesar Chavez Led a Movement as well as a Union." Harvard Journal Of Hispanic Policy 23, (June 2011): 15-21.</p> <p>E-Reserve: Rose, Margaret. "From The Fields To The Picket Line: Huelga Women and the Boycott," 1965-1975." Labor History 31, no. 3 (Summer90 1990): 271-293.</p> <p>Thompson, Gabriel. "Looking Back at the UFW, a Union With Two Souls" The Nation (Feb 13, 2012).</p>	4.1 Making Change Today Discussion
Week 5, Module 5:	Demby, Gene. "The Birth of a New Civil Rights Movement." Politico	5.1 Current Events (BLM) Discussion

	<p>Magazine. December 31, 2014.</p> <p>E-Reserve: Cobb, J. (2016). The matter of black lives. <i>New Yorker</i>, 92(5), 34.</p>	5.2 Final Project
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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at scpspla@depaul.edu or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

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