San José State University
College of Social Sciences/History
H170, Riots and Revolts, Fall, 2018

Course and Contact Information
Instructor: Ruma Chopra
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Email: Ruma.chopra@sjsu.edu
Office Hours: Arranged online by request
Class Days/Time: Online
Classroom: Online
GE/SJSU Studies Category: GE

Course Format

Online Courses (Required if applicable)
This is an online class. You will need a computer and a high-speed internet connection to meet the requirements for the class. You are expected to check the online calendar weekly for updates.

Course Description (Required)
An in-depth investigation of selected periods or problems. May be repeated for credit for different topics.
No credit for history majors or minors.
3 units.
Completion of this course fulfills the F1—U.S. History portion of the American Institutions graduation requirements.

This course explores the ideological and structural circumstances of race-based riots and revolts from the early 1600s to the late 1900s. We will examine rebellions in rural areas of Virginia as well as in urban centers like Detroit. We will study the background as well as the immediate causes for violent incidents, and identify patterns that appear to persist across time and regions. You will have an opportunity to explore how slave labor regimes, religion conversions, sexual tensions, Jim Crow laws, lynching performances, and migration patterns have left a legacy of distrust and unrest.

Riots and revolts dramatically illuminate the tensions and fears of the societies they disrupt. Some actions spring from conservative community impulses; others allow the politically powerless to command the attention and reaction of those who hold power. A distinction must be made between people who riot because they have suffered harm and those who riot because, although fortunate in the past, they now find themselves unable to further their interests effectively without rioting. We will explore both cases.
Course Learning Outcomes (CLO)

Upon successful completion of this GE course, students will be able to:
1. cite specific examples of both change and continuity in the lives of “ordinary” Americans from the seventeenth to the twentieth century,
2. analyze a variety of Americans’ choices and opportunities,
3. describe social, political, and economic consequences of government policies,
4. recognize both the attributes and limitations of American leaders, and
5. recognize constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week) for instruction or preparation/studying or course related activities.

Required Texts/Readings

3. Leon Litwack, Trouble in Mind: Black Southerners in the Age of Jim Crow
4. Kevin Boyle, Arc of Justice: Saga of Race, Civil Rights and Murder in the Jazz Age
5. Thomas Sugrue, Origins of the Urban Crisis: Race and Inequality in Postwar Detroit

Other Readings

All additional readings are available on Canvas.

Course Requirements and Assignments (three main components)

Each week of class is organized into an online module. You will finish the assigned readings and respond to a discussion post, submit a written assignment and/or take a quiz every week of the class. You will also write an interpretive paper and take a cumulative final exam.

Part 1. Discussions (30%) – No make-ups
• Each week, you will reply to the question(s) posted on the Discussion Board.
• Your weekly discussion response will include three posts.
  o Your first post must be submitted by Thursday at midnight.
  o Your next two posts must respond to other students’ posts. You may ask questions, offer commentary, or cite directly from the readings in response. Your response must be at least five sentences long and substantive.
  o Each of the three discussion posts must be 24-hours apart. All three posts must be submitted no later than Saturday at midnight.
• The grading rubric is posted online. If you have any questions, email me.

Part 2. Written Assignments and Quizzes (30%) – No make-ups
• Each week, you will also take a quiz, complete a written assignment, or do both.
• All quizzes and assignments are due each Saturday at midnight on Canvas.
• The grading rubric is posted online. If you have any questions, email me.

Part 3. Midterm Paper & Final Exam (40%)
The midterm paper is due Saturday, October 27th. The grading rubric is posted online.
Grading Information

Your grade will be based on the following:
- Weekly Discussion Posts – 30%
- Weekly Short assignments and/or Quizzes – 30%
- Midterm Paper & Final Exam – 40%

Note: The grading rubric for Discussion Board posts & Assignments is posted on Canvas.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

You must take the final exam on Friday, December 14th between 5:15 p.m. and 7:30 p.m. It is cumulative. More details will be provided via Canvas.

Grading Information

Your grade will be based on the following:
- Weekly Discussion Posts – 30%
- Weekly Short assignments and/or Quizzes – 30%
- Midterm Paper – 20%
- Final Exam – 20%

Note: The grading rubric for Discussion Board posts & Assignments is posted on Canvas.

Make-up Work and Penalties
- You cannot make up weekly assignments.
- There is a flat 20 percent penalty for submitting the midterm paper beyond the due date. You must submit the paper by the day of the final (12/14).
- You must take the final exam on the date and time scheduled. (12/14, between 5:15 p.m. and 7:30 p.m.)

Classroom Protocol

Each week of the class is set up as a module. You must read/listen/watch each week and submit weekly assignments on time. If you have any questions about any aspect of the course and my office hours do not work for you, email me directly and we will set up a time to chat online.

You can expect to hear from me within 24 hours Monday-Friday.
University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”
# H170/ Riots and Revolts, Fall 2018, Course Schedule

Please note that this syllabus is subject to change, and any changes will be announced via “Announcements” in Canvas. You are responsible for keeping track of announcements and assignments given in class.

Check Canvas every week for changes to this schedule.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>History Timeline</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 3-4</td>
<td>Labor Exploitation</td>
<td>1600s to 1800s</td>
<td><em>White Man’s Burden</em> Analytical history of the first 200 years of labor use and labor resistance in U.S. history</td>
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<tr>
<td>Week 5-6</td>
<td>Slave Rebellion</td>
<td>1800s to 1830s</td>
<td>Essays posted on Canvas Book: William Styron’s <em>The Confessions of Nat Turner</em> Two sources with the same title 1) Fictional account of a slave rebellion; 2) First-person account of slave rebellion by slave leader, Nat Turner</td>
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<td>Week 7-9</td>
<td>Riots and Lynching</td>
<td>1860s to 1900s</td>
<td>Book: Leon Litwack’s <em>Trouble in Mind</em> Descriptive and analytical history of systematic black erasure</td>
<td>Weekly Discussion Posts, Essays, and Quizzes (all graded) INTERPRETIVE PAPER (Saturday, 10/27)</td>
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<td>Week 10-12</td>
<td>Mobs in neighborhoods</td>
<td>1900s to 1930s</td>
<td>Book: Kevin Boyle’s <em>Arc of Justice</em> Historical biography describing mob action against one black doctor in Detroit</td>
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<td>Week 13-16</td>
<td>Violence in workplace</td>
<td>1960s</td>
<td>Book: Thomas Sugrue’s <em>Origins of the Urban Crisis</em> Labor History that shows the exploitative relationship between employers and laborers of various ethnicities and skills</td>
<td>Weekly Discussion Posts, Essays, and Quizzes (all graded) FINAL EXAM (12/14, between 5:15 p.m. and 7:30 p.m. - ONLINE)</td>
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