



History of American Social Movements: HIST 4370 + Honors Contract Component

**as of 3/4 this course is held in room UAC 836 (the round conference room)*

University of Utah
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Field Trip to Vietnam:

As part of the Spring 2026 version of this course, we will be taking a field trip to Vietnam to examine the Vietnamese perspective of what they called *Kháng chiến chống Mỹ* or the “Resistance War against America,” including evidence of guerrilla resistance tactics, torture of political protesters, and holistic damages to Vietnam caused by American military tactics. All components of the field trip (housing, flight, activities) have been added as a course fee. Minor additional fee requirements will include your VISA, travel insurance, a SIM card while in Vietnam, and personal meals or other interests.

Course Description

This course examines the history of American social movements as part of an American protest tradition. We will look at the ideological, political and economic origins of selected movements, and explore the rhetoric and tactics they employed to achieve their goals. Additionally, we will pay close attention to the responses these movements elicited from the general public and from structures of power. To take advantage of our field trip to study the experience and impact of the Vietnam War on cities like Ho Chi Minh, our course will focus on post-WWII social movements centered on the 1960s, including: antiwar and antinuclear organizing, African American civil rights, women’s liberation, the sexual revolution, gay liberation, and more. We will consider how these movements developed and changed over time, how they interacted with one another, what tactics or ideas they utilized to achieve their goals, and how they altered American society. As an introduction to history, a major focus of this course will be on how historians conduct research, use evidence, and write history.

Student Learning Objectives

Upon completing the course, students will be able to demonstrate these skills through group exercises, class discussions, and response papers.

1. **Demonstrate knowledge** of key concepts, theories, and figures in American history by summarizing key concepts and evidence from assigned sources, lectures and discussions, and extracurricular sources.
2. **Analyze** written, visual, and aural primary and secondary sources, including films, podcasts, artwork, and written documents by critiquing the what, when, why, where, how, and “so what” of that source.
3. **Apply knowledge** learned in the course to individual and group projects that are informative and creative
4. **Communicate effectively** use writing, oral, and visual communication modes to form evidence-based arguments
5. **Build knowledge** by revising assignments and synthesizing learned knowledge to build a comprehensive analysis over the course of the semester
6. **Work collaboratively** with peers in and out of class to analyze historical documents and arguments, discuss and debate ideas, and synthesize learned knowledge for a comprehensive analysis
7. **Take intellectual and creative risks** in their individual and group work in ways that demonstrates an eagerness to contribute new ideas and methods to the field US history

Course Outcomes:

- Write an analytical summary of a reading that is able to identify the argument and significance of an event (broadly defined) within a historical context
- Present research and analysis through traditional (essays and debate) and nontraditional (“unessay” and zine) forms
- Use specific evidence (broadly defined) to support an argument
- Conduct a primary source analysis of a text (broadly defined)
- Engage with primary sources through digital methods (broadly defined)
- Assert the contemporary relevance of historical issues and sources

Textbooks:

All textbooks are required and integrated into the course fees; pick them up by the end of Week 2 at the UAC campus bookstore.

- Nate Powell, *Save It for Later: Promises, Parenthood, and the Urgency of Protest*
- Harvey Pekar, *Students for a Democratic Society: A Graphic History*
- Howard Cruse, *Stuck Rubber Baby 25th Anniversary Edition*
- John Lewis, *Run: Book One (Run, 1)*
- Eve Gilbert, *Winter Warrior: A Vietnam Vet's Anti-War Odyssey*

Grading Scale:

Most assignments are graded as either complete or incomplete rather than using letter grades. See individual assignment rubrics during Week 1 for more specifics on grading.

A = 94-100%	A- = 90-93%	B+ = 87-89%	B = 84-86%
B- = 80-83%	C+ = 77-79%	C = 74-76%	C- = 70-73%
D+ = 67-69%	D = 64-66%	D- = 60-63%	E = 59% and below

Assignments:

Class Participation 40%
Midterm Research Zine 20%
5 Module Essays 25% (5 pts each)
Extra-Curricular Engagement 5% (1 pt each)
Final Presentation 10%

Honors Contract Requirements:

- Graphic History Text 1 pg. paper
- Role-Playing Leadership
- Unessay Assignment

-- CLASS PARTICIPATION

Active, on-time, relevant participation is critical to success in this course. Students are required to come to class having read the assigned readings and prepared to discuss them and the lecture material. Students are asked to actively engage in class discussions by bringing their own critiques and questions, asking questions and adding further comments to their peers' contributions in ways that drive the discussions forward. In general, participation is graded by a module not by a class session with a focus on comprehension rather than attendance. Usually a module contains one of two options:

Primary Source Day:

Usually a module contains two primary sources that are assigned on one day. ½ of the class will read one, while the other ½ will read the other. Class participation then requires students to:

- identify a key quote from the reading and explain how that quote reflects a key concept in their reading

- identify the author, their motive, and the historical context of the primary source
- identify and communicate the author's argument and evidence from their own reading
- use specifics from the texts (quotes and page numbers, specific terms, specific concepts, etc.) in communicating the main argument, sub-points, and significance of the scholarship
- identify and communicate connections they can see with the information learned from their peers

Graphic Text Day:

In addition, we have several graphic history texts that have been assigned throughout the semester to allow for quick to read, visually-compelling case studies. While more narrative than argumentative, students are still responsible for approaching our discussions of these texts through a historian's lens

- identify and communicate the author's argument and evidence from their own reading; How does this case study connect with your knowledge and experiences, and how does this historical case study compare with contemporary experiences?
- use specifics from the texts (quotes and page numbers, specific terms, specific concepts, etc.) in communicating the main argument, sub-points, and significance of the scholarship
- identify and communicate connections they can see with other course material and their own lives/knowledge/other case studies

Experiential Learning Day: assigned sources that will prepare you for active in-class engagement, whether through digital archival research, film analytical discussions, a role-playing discussion on the 1968 Democratic National Convention, etc. On these days your participation is graded on your effort to join in, take creative risks, contribute and collaborate, while still building on assigned course work.

-- ROLE-PLAYING LEADERSHIP

Students pursuing an Honors Contract Requirement for the Honors College will be responsible for taking a leadership role in one of the two role-playing activities. Leadership responsibilities include: catalyzing class discussion through the preparation of character mini speeches, generating and posing critical thinking discussions based on shared primary source documents, and creating cohesion by synthesizing concepts across different texts and characters.

-- BRIEF ESSAYS

Your grade includes 5 brief essays assigned throughout the course, however there are 6 essay options available on the syllabus. Two essays you must complete are 1) the first labor Movement essay, and 2) the Trip Reflection Paper. In addition, you must complete 3 additional essays of your choosing.

A précis, translated as "precise," is a brief one-page, single-spaced essay before citations that will respond to the required readings as preparation for the class discussion or as the replacement for an absence. The essay will begin by clearly articulating the thesis of the reading(s) but will move beyond summary to:

- situate the reading(s) within the historical/cultural context
- compare the subjects, methods, and/or theories of the readings
- make connections to previous discussions, readings, and lectures

Essays should accomplish the same goals as participation in answering the following questions:

- identify and communicate the author's argument and evidence from your assigned reading
- identify and communicate connections they can see with other course material and their own lives/knowledge/other case studies
- critically analyze the reading: Was the scholar's evidence strong, weak, or confusing (how so)? Is the scholar's argument and/or evidence compelling or unsurprising (how so)? How does this case study connect with your knowledge and experiences, and how does this historical case study compare with contemporary experiences?
- In addition, the papers should also identify and communicate the "so what" or greater significance of the historical case study. You might disagree with the text, be in disbelief at its evidence, or believe the topic to be irrelevant. Regardless, why are the topic and evidence significant? What can the bodies they describe tell us about the experience of that historical context? Does this anomaly challenge our understanding of something? Does the case study reveal a pattern? Can we see seeds of this historical case study in our contemporary experiences?
- These papers are graded as complete or incomplete. Papers assigned as response papers to an assigned source (like a film), are graded as part of your participation grade within a module. The 5 papers that are synthesis papers assigned throughout the semester are graded separately from HW. Module papers have the same formatting requirements, but will have you reflect on the entire module by synthesizing arguments, themes, issues, evidence, or other aspects as part of a thesis-based analytical argument using 4 or more sources from that module.
- As long as you submit on time (by the end of the module), you can revise anything that earns you an incomplete. You are allowed to submit your paper by midnight at the end of that specific module as long as you're prepared for class discussions and

analyses of that assigned item on the day it is due. If you want a checklist of things I look for generally, here is a [peer review sheet](#) for my history classes.

- *Essays that include references to material outside of the assigned course content are considered plagiarized which will result in automatic failure of the assignment as well as further penalties. See the plagiarism policy below.*

– FINAL PRESENTATION

For the final, you'll conduct independent research on an undiscussed topic in the course related to a social movement in American history pertaining to a topic of your interest. You will share your findings through a 7-10-minute presentation with a small interactive component and Q&A. Your presentation will merge at least 3 sources from the course with your own research, with a minimum of 6 cited academic, peer-reviewed sources. You will be graded on clarity in communication as well as synthesis of evidence in forming an evidence-based argument that makes a historical subject relevant and interesting to your peers. Your final project presentation cannot be on your zine topic.

-- RESEARCH HISTORY [ZINE](#)

As a midterm mini-research project, students will choose a topic related to a course theme and present their findings through the form of a brief zine (2 double-sided A4 papers divided and folded into an 8-page booklet). A zine (pronounced like *magazine*) is a small pamphlet created by integrating supplies from UAC's Zine Room (UAC 828), with digital creation, and your own historical research and analysis. Zines are scanned, printed and bound, and showcased in the campus-wide Zine Fest event held with other classes. Unsure about zines because they sound too creative or nontraditional? Have no fear, we will take a tour of the Zine Room and look at many models created by both students and professionals so that you can feel confident in this assignment.

-- EXTRA CURRICULAR ENGAGEMENT

Learning beyond the classroom is important for making connections between class material and the broader campus, community, and world. Throughout the semester, students will be tasked with participating in 5 extra-curricular engagement opportunities related to course topics customized each semester, and reflecting on how those extra-curricular engagements connected with course concepts in the form of brief 100-word reflections. Three extracurricular options will be available during the trip to Vietnam, however these cannot satisfy both the trip reflection paper and the required extracurriculars, so pick and choose as you wish. Extracurricular options can include: digital/in-person museum visits, digital archive assignments, campus-wide lecture attendance, field trips, and more.

– ABSENCES/INCOMPLETE ATTENDANCE

I do not need nor want any excuse for absences as you are welcome to miss as many days as you would like. In addition, it is likely that you won't be prepared for class at least 1 day - you're human! However, you can only replace absences or incomplete participation in the following ways. Keep in mind that this replacement work increases in volume as absences/or incomplete participation increase. This is not to shame anyone but to deter absences. You can always take the point loss instead of completing any of this work. This work is due within 2 weeks of the absence:

1) First Absence or Incomplete Participation:

- a) Replace the absence with a brief essay (however these sources cannot be used in the module essay)

2) Second Absence or Incomplete Participation:

- a) Replace the absence with a brief essay (however these sources cannot be used in the module essay)
- b) You also need to complete an additional extracurricular option and submit that on Canvas to the missing attendance week. This extracurricular cannot be used to satisfy the 5 minimum extracurriculars needed for the course grade.

3) Third Absence or Incomplete Participation:

- This absence cannot be replaced because this equals 3 missed weeks of course participation.

Course Schedule Overview:

In general, anything assigned is due before the start of the class session to be discussed in class. Be prepared to share specifics from your notes.

Homework due March 2:

In class Week 1 we will discuss: Nathan Heller, "[Is There Any Point to Protesting?](#)" *The New Yorker* (August 21, 2017)

In class Week 1 we will discuss: Anna Rose, "[Bill Moyer's Movement Action Plan,](#)" *The Commons: Social Change Library* (n.d.)

Week 1/Class March 3 - Introduction - What does it mean to protest?

Discuss syllabus and assigned readings.

Homework due March 10, everyone read:

- Watch [Triangle: Remembering the Fire](#) + write a précis (description above) putting the documentary in conversation with at least 2 primary sources from the assigned readings for this module (see below)
 - Primary Source Readings (all, found here [Sweatshops and Strikes Before 1911](#)):
 - "My First Job," by Rose Cohen
 - "Days and Dreams," by Sadie Frown
 - "Among the Poor Girls," by Wirt Sikes
 - "Life in the Shop," by Clara Lemlich
 - "The Cooper Union Meeting of 1909 (with Samuel Gompers)," *The Call*
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Week 2/Class March 10 - The Labor Movement

Class discussion of assigned homework

Homework due March 17, everyone watch and read:

- **Watch Film:** [Harlan County USA](#) (1974) + complete a *précis* (see description above)
- **Read:** Primary Source Readings (find all here: [Mourning and Protest](#)):
 - American Federationist, May 1911, "Hostile Employers See Yourselves as Others Know You"
 - Ladies' Garment Worker, September 1911, "Echoes from the Triangle Fire"
 - Ladies' Garment Worker, Oct. 1911, "Agitation Among the Ladies' Waistmakers, Local 25."
 - Outlook, April 15, 1911. "The Factory Girl's Danger."
 - "We Have Found You Wanting" by Rose Schneiderman
 - "What is to be Done?" by Martha Bensley Bruere

Extra Curricular Option: watch [Salt of the Earth](#) (1954) + complete a *written reflection* for this film

ESSAY 1 - Labor Movement [Module Essay](#) Due before the start of next class (if you had an absence or incomplete participation in which you replaced it with an essay, you must use different sources from ones already in that essay)

Week 3/Class March 17 - The Labor Movement

Class discussion of assigned homework

Homework due March 24:

- **Primary Source Readings (all):**
 - [The Evolution of a New Woman](#), by Ruth Bordin
 - [The New Womanhood \(1904\)](#) by Winnifred Harper Cooley

- [What Women Can Earn, 1899](#)
 - Crystal Eastman, [“Now We Can Begin”](#) (1920)
 - Guggenheim, [“Chaos and Classicism: The New Woman”](#)
 - [“The Whites Invade Harlem”](#)
 - [“Woofing” by Zora Neale Hurston](#)
 - [Jackson Advocate, Oct 17, 1942, Page 7 \(skim entire page\)](#)

 - Watch/Listen to Media:
 - Group 1: Watch episodes 1-4 of [Harlem is Everywhere](#) (The Met, YouTube)
 - Group 2: [Watch Iron Jawed Angels](#) (2004)
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Week 4/Class March 24 - The New Woman/ The New Negro

Class discussion of assigned homework

Homework due March 31:

- [AI Task: American Eugenics Movement](#) (60-75 min-ish of work time)
 - Everyone watch [The Black Stork \(1917\) / Are You Fit to Marry \(1927\)](#)
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Week 5/Class March 31 - Eugenics

Discuss assigned homework

Homework due April 7:

- Everyone read: John Lewis, *Run Book 1* - assigned textbook from UAC bookstore (est. 2 hrs of reading time, be prepared to discuss in class)
- Everyone read at least 10 pages worth of text from your assigned section [from this website](#) (you choose what primary sources you'd like to discuss so you are responsible for your section); post 5 representative images on your stream on [the class Padlet](#) and be prepared to present on your section using those images as evidence to support your summary.
 - **X**: Mississippi Freedom Summer Planning Documents
 - **X**: State of Mississippi Anti-Freedom Summer Laws
 - **X**: Mississippi Freedom Summer Recruitment Documents
 - **X**: White Community Project
 - **X**: Mississippi Freedom Summer Training Documents
 - **X**: Northern Support Documents
 - **X**: Mississippi Freedom School Documents
 - **X**: Mississippi Freedom Summer Parents-Related Documents
 - **X**: Chaney-Schwerner-Goodman Lynching Documents

Extra Curricular Option: watch [A Patch of Blue](#) (1965) + complete a [written reflection](#) for this film (see description above)

ESSAY 2 - Modernity and Eugenics [Module Essay Due](#) before the start of next class (if you had an absence or incomplete participation in which you replaced it with an essay, you must use different sources from ones already in that essay)

Week 6/Class April 7 - Civil Rights

Discuss assigned homework

Homework due April 14:

- Everyone read: Howard Cruse, *Stuck Rubber Baby 25th Anniversary Edition* - assigned textbook from UAC bookstore (est. 2 hrs of reading time, be prepared to discuss in class)
 - Watch *Rustin* (2023) + complete a written reflection for this film (see description above)
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Week 7/Class April 14 - Civil Rights

Discuss assigned homework

Homework due April 21:

- Everyone read: Harvey Pekar, *Students for a Democratic Society: A Graphic History*
- Everyone read: assigned primary source from Free Speech Movement:
 - X: FSM Newsletter, [No I October 9](#), 1964
 - X: FSM Newsletter, [No II October 20](#), 1964
 - X: FSM Newsletter, [No III November 2](#), 1964
 - X: FSM Newsletter, [No IV November 17](#), 1964
 - X: FSM Newsletter, [No V December 10](#), 1964
 - X: [FREE SPEECH SONGBOOK](#) (early Jan., 1965)
 - X: ["A Time for Choosing," Jo Freeman](#). Letter to Judge Crittenden explaining her participation in the December 3rd FSM sit-in (1965)
 - X: [Crisis Report Number Two](#), 8-page paper, Irwin Silber, Campus Stop the Draft Week and Movement Against Political Suspensions. December 1967

Extra Curricular Option: watch *Berkeley in the Sixties* (1990) + complete a written reflection for this film (see description above)

ESSAY 3 - Postwar Civil Rights [Module Essay](#) Due before the start of next class (if you had an absence or incomplete participation in which you replaced it with an essay, you must use different sources from ones already in that essay)

Week 8/Class April 21 - Free Speech Movement

Discuss assigned homework

Homework due April 28:

- Everyone watch [Judas and the Black Messiah](#) (2021) + *complete a [written reflection](#) for this film* (see description above)
 - Everyone read: your assigned issue of The Black Panther Party's newspaper; post 5 representative images on your stream on [the class Padlet](#) and be prepared to present a document analysis on the tone, motive, evidence, audience, and aesthetics for your issue. Use those images as evidence to support your analytical summary.
 - X: [Vol I No1 Apr 1967](#)
 - X: [Vol I No2-May 1967](#)
 - X: [Vol 1 No 3 June 1967](#)
 - X: [Vol 1 No 4 July 1967](#) (choose 8-10 pages)
 - X: [Vol II No2-May 1968](#) (choose 8-10 pages)
 - X: [Vol II No5-Sep 1968](#) (choose 8-10 pages)
 - X: [Vol II No 7 Sep 1968](#) (choose 8-10 pages)
 - X: [Vol II No9-Oct 19 1968](#) (choose 8-10 pages)
 - X: [Vol4 No1 Dec 1969](#) (choose 8-10 pages)
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Week 9/Class April 28 - Black Power

Discuss assigned homework

Homework due May 6 (morning of our trip to Vietnam):

- Everyone read: Eve Gilbert, *Winter Warrior: A Vietnam Vet's Anti-War Odyssey* - assigned textbook from UAC bookstore, and be prepared to discuss in class
- Post 5 photos on the class padlet of relevant scenes from the book that you can discuss
- Watch all 3 clips (about 25 min each): [Winter Soldier Investigation](#)

Week 10 in Vietnam

ESSAY 4 Trip Reflection Module Essay Due before the start of next class (if you had an absence or incomplete participation in which you replaced it with an essay, you must use different sources from ones already in that essay)

Homework due May 12:

- Read your assigned roles for Reacting to the Past, Role-Playing Scenario: [Chicago 1968: Policy and Protest at the Democratic National Convention](#)
- Watch [The War at Home](#) (documentary, 1979)

Extra Curricular Option: Watch the film [Chicago 10](#) + complete a [written reflection](#) for this film (see description above)

Week 11/Class May 12 - Antiwar Movement

Discuss assigned homework

ESSAY 5 - War and Power Module Essay Due before the start of next class (if you had an absence or incomplete participation in which you replaced it with an essay, you must use different sources from ones already in that essay)

Homework due May 19:

- The following primary sources can be found in the [Chicago Women's Liberation Union Herstory Collection](#) - post 3 representative images of events, quotes, incidents, activist groups, or more relevant to your document on your stream on [the class Padlet](#). Be prepared to present your section using those images as evidence to support your summary.

Group 1:

- NOW Statement of Purpose
- The Grand Coolie Damn
- Double Jeopardy: To Be Black and Female

Group 2:

- Sexual Politics
- Toward a Radical Movement
- The Woman Identified Woman

Extra Curricular Option: Watch [The Janes](#) (2022) + + complete a [written reflection](#) for this film (see description above)

Week 12/Class May 19 - Women's Liberation

Discuss assigned homework

Homework due May 26:

- **Complete** [AI Task: Drag Magazine](#) on trans experiences in context of Gay Liberation
- **Listen to Oral Histories:**

Group 1: Listen to 2 podcast episodes from [Making Gay History](#) - claim your 2 episodes by posting the episode name and episode photo on the [class Padlet](#) and be prepared to present on your section using those images as evidence to support your summary.

Group 2: Listen to 2 podcast episodes from [The QueerCore Podcast](#) - claim your 2 episodes by posting the episode name and episode photo on the [class Padlet](#) and be prepared to present on your section using those images as evidence to support your summary.

Extra Curricular Option: Watch *Screaming Queens: The Riot at Compton's Cafeteria* (2005) [\(stream through University of Utah Marriott Library website\)](#) + complete a [written reflection](#) for this film (see description above)

Week 13/May 26 - Gay/Trans/Queer Liberation

Discuss assigned homework

ESSAY 6 - Gender and Sexuality [Module Essay](#) Due before the start of next class (if you had an absence or incomplete participation in which you replaced it with an essay, you must use different sources from ones already in that essay)

Homework due next week - Contemporary Protest

- Everyone read: Nate Powell, *Save It for Later: Promises, Parenthood, and the Urgency of Protest*

Week 14/Class June 2 - Contemporary Politics and Protest

Discuss assigned homework

Zine Project Due: Final Exam Day

Final Presentations -Email me an accessible to anyone Google Drive link of your recorded presentation @ kera.lovell@utah.edu

Policies:

Changes to the Syllabus: The professor maintains the right to change the syllabus at any point. Reasons for changes to the syllabus in the past that might arise this semester:

- Newly announced emergencies or holidays in which work might need to be reduced to accommodate for lesser assigned coursework
- Meeting via Zoom due to the professor having Covid-like symptoms, be off campus due to conferences, SLC campus visits, or grant-funded site visits
- Newer, better, or better-fitting texts that will likely replace current course content or be offered as extra credit, as well as any extra credit/campus engagement opportunities you would like to introduce to the course
- Extra-curricular campus engagement opportunities that have not been announced yet or finalized (for example, as part of the field trip)
- Very rare, but consistent lack of collective effective participation which might necessitate students being asked to take a greater role in classroom discussions, write mandatory preparation papers

Late Submissions: In general, all assignments are due by the beginning of class time to be submitted on Canvas. I do not accept late work. Preparation papers have to be submitted prior to the class start time to ensure that you are prepared. Projects (zine, final presentation or unessay) and readings as well as extracurricular engagement opportunities are time sensitive. If you miss them, you have missed them and the points attached to them. Papers submitted to replace an absence can be submitted within 3 weeks.

Classroom Demeanor: Students are expected to be on time with a grace period of 14 minutes (at the 15 minute mark, you are marked absent). In class, students should refrain from texting or other distractions unless absolutely necessary. Eating and drinking in class are completely fine unless we are taking part in a special event like an extracurricular engagement opportunity.

Questions: There is no TA for this course. If you have questions regarding assignments, policies, readings, or anything else, do not hesitate to contact the instructor. Students ARE ENCOURAGED to use the Canvas Chat function to post any and all non-personal questions so that others can benefit from their answers. I am happy to review work and answer specific questions about assignments more than 48 hours in advance of a deadline.

Canvas: The syllabus and assignments are posted on Canvas, however you are responsible for time management, organization, and negotiating Canvas well before a deadline. I do not assign deadlines for assignments on Canvas - this is your responsibility to set these deadlines on your own Canvas calendar or other personal scheduling app (instructions are provided in Week 1 for how to do this on Canvas). Students are responsible for turning on all notifications, checking their grade feedback, revising within a timely manner, using the Canvas chat function to ask questions, and submitting all work on Canvas.

Grading: Assignments are graded on an all or nothing basis, meaning that if you meet the minimum criteria detailed in the assignments and assignment rubrics provided in the first week of class, you will earn full credit. Earning full credit (such as earning a 20/20 for the zine project) can help you earn a score beyond a traditional letter grade of A, so grading on a scale of complete/incomplete is beneficial and more objective than letter grade-based grading. When graded, students will be

provided with a completed rubric and feedback. If earning an incomplete, students will be provided a chance to revise most assignments without a penalty within a certain provided time frame specified in the feedback. To calculate your grade, use the following checklist:

My Plagiarism Grading Policy: Students are responsible for earning their own grade in the course. This semester I will use the following approach when I find plagiarized material:

1) **First incident:** Students will receive a zero for the assignment. The student will revise the assignment to remove plagiarized material within one week, but will not be eligible to replace the zero for that assignment. In addition, the student will be required to write an additional 3-page handwritten in person single-spaced research paper in person on a topic of the instructor's choosing due within 2 weeks of being notified. Failure to complete all of these steps within the time allotted will result in automatic failure of the course.

2) **Second incident:** Students will receive a zero for the assignment. The student will revise the assignment to remove plagiarized material within one week, but will not be eligible to replace the zero for that assignment. In addition, the student will be required to write an additional 5-page handwritten in person single-spaced research paper in person on a topic of the instructor's choosing due within 2 weeks of being notified. Failure to complete all of these steps within the time allotted will result in automatic failure of the course.

3) **Third incident:** Students will receive a zero for the assignment. The student will revise the assignment to remove plagiarized material within one week, but will not be eligible to replace the zero for that assignment. In addition, the student will be required to write an additional 10-page handwritten in person single-spaced research paper in person on a topic of the instructor's choosing due within 2 weeks of being notified. Failure to complete all of these steps within the time allotted will result in automatic failure of the course. Further incidents of plagiarism will result in automatic failure of the course.

Citations: Here's the shortcut version of Chicago Style - what historians use. In general your assignments in this class should:

- Have 1-inch margins
- Be typed in 12 point Times New Roman Font
- Be single-spaced
- Have a header on the top left with your name, the class name, the professor's last name, and the date
- Have a title centered below it
- Meet the length requirements BEFORE getting to Notes and Works Cited

Excerpt from *The Essential Guide to Writing History Essays*, page 306:

A1.9. Chicago Citation Reminders

Footnotes:

1. Firstname Lastname, *Title: Subtitle* (Place: Publisher, date), pages.
2. Firstname Lastname, ed., *Title: Subtitle* (Place: Publisher, date), pages.
3. Firstname Lastname, "Chapter Title," in *Title: Subtitle*, ed. Firstname Lastname (Place: Publisher, date), pages.
4. Firstname Lastname, "Article Title," *Journal Name* volume (year): pages.

Works Cited:

Lastname, Firstname. *Title: Subtitle*. Place: Publisher, year.

Lastname, Firstname, ed. *Title: Subtitle*. Place: Publisher, year.

Lastname, Firstname. "Chapter Title." In *Title: Subtitle*, edited by Firstname Lastname, pages. Place: Publisher, year.

Lastname, Firstname. "Article Title." *Journal Name* volume (year): pages.

A more detailed explanation can be found here: Mary Rampolla's A Pocket Guide to Writing in History as our model.

<https://drive.google.com/file/d/1KX2F89e5YIRwrlJvZyBuriABcRQSy9i/view?usp=sharing>

Some helpful page numbers from this book include:

Page 80 - How you can cite correctly in a footnote.

University Policies

The Americans with Disabilities Act. The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, <https://disability.utah.edu/>, +1 -801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

If in-class attendance is a necessary component of the course for pedagogical reasons (e.g., laboratories, studios, or artistic training), state it explicitly. Given the nature of this course, attendance is required and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should not be made publicly available. In addition, recordings should be destroyed at the conclusion of the course.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Lauren's Promise: Lauren's Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren's Promise vows to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.

University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>

Academic Misconduct Statement. It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>

Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah Asia Campus. For helpful resources, contact the UAC Mental Health Counseling

Center; asiacampus.utah.edu/mental-health-counseling-center/; 0326266142. You can make an appointment using this link: <https://appointmentwithjan.as.me/schedule.php>.

Drop/Withdrawal Policies. Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

Support for Students. Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the Student Support Services page for the U for updated information.

Basic Needs Student Support Statement. Success at The University of Utah includes learning about and using available resources. The Basic Needs Collective (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.

Parental Access to Information. Students should inform their parents that, due to [FERPA \(Family Educational Rights and Privacy Act\)](#) regulations, the instructor is never allowed to release information regarding a student via phone or email. Students with parents interesting in learning more about the student’s success in the course should contact the [Dean of Students’ office on campus](#). The Dean of Students Office has translators on staff. In addition, an instructor is never allowed to email a grade, as email is an insecure medium of communication. Students wishing to know a grade not posted on Canvas should contact the instructor to give explicit, written consent to email the grade or to meet in person to discuss the grade.

Language Policy. The University of Utah Asia campus is committed to providing and fostering an environment that is safe and free from prohibited discrimination. The following language policy applies to all academic and administrative units of the University and to all members of the University community, including faculty, staff, and students. English is recognized as the official language of instruction, assessment, and curriculum. In addition, English is the official language for all administrative and business related matters of the University.

The University of Utah Asia Campus prides itself on offering an American college experience in Korea. Part of your work here at this university might include a year-long visit to the University of Utah’s Salt Lake City campus in Utah. To prepare for that year away, students are strongly encouraged to speak English on UAC campus whenever possible. In my class students are welcome to use another language when absolutely necessary to gain help from their peers on how to communicate an idea in English, but students cannot earn participation credit when they speak in

another language. Group work in class should always be conducted in English in order to earn credit. Written and video assignments as well as other exercises should be conducted/submitted in English, but can always be translated into another language of preference if needed. Students will be assigned meetings in the Writing Center and with speaking tutors.

Here are some tips to guide you through the semester in any course:

- If you are having difficulty understanding the professor, please contact them immediately.
- Students have been assigned a couple of podcasts that focus on one specific, targeted topic that expand on a main concept in the reading/course. Podcasts can usually be listened to at a slower speed and usually are posted with a text transcript online.
- While students won't be graded on their English, they will be graded on their legibility, including grammar, punctuation, spelling, and visibility that prevents the argument from being understood clearly. Students who need extra assistance with English are encouraged to visit UAC's Writing Center on the 7th floor and the English Conversation Lab on campus (see the schedule here): <https://utahasia.mywconline.com/> Students struggling with English language may be assigned to go to these labs to improve their participation and work in the course. This will be an opportunity to improve your score, not punishment.

Attendance. The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.

Dignity and Belonging. The values of critical thinking, respect, and hearing from varied perspectives are central to the work I do as an educator. Similarly, the University of Utah Non-Discrimination/Harassment Policy emphasizes freedom from discrimination. The text below is reproduced directly from the University of Utah's [Regulations Library](#):

"The University of Utah does not discriminate against individuals on the basis of race, ethnicity, color, religion, national origin, age, disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or protected veteran's status ("protected class"), in employment, treatment, admission, access to educational programs and activities, or other university benefits or services."

As an educator, I stand in support of compassion, dignity, value-of-life, fair treatment, belonging, and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more fair and compassionate for all individuals. I stand against discrimination in all its various forms. You might disagree with some of the course materials, however you must respect all members of the classroom as well as perspectives of those marginalized in our society.

The policy further details what activities are protected, and you are strongly encouraged to familiarize yourself with this policy. In addition, class rosters and University data systems are provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the

name and/or pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of the learning community what name and pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

Our classroom community is an open space for free speech, critical discourse, and the civil exchange of ideas. Throughout this course, you may encounter some difficult discussions about contentious topics. Disagreement can be a valuable learning opportunity for all of us, and discussion of all views is a necessary part of the educational process. All members of our course are asked to do their part in creating an atmosphere of mutual respect and sensitivity toward others.

All content provided has been carefully selected to guide you toward achievement of the learning objectives established for this course. Class topics are discussed for the sole purpose of expanding your personal knowledge and engagement. With that, there may be some content some students find to be in conflict with their sincerely-held core beliefs. If applicable, you may choose to request a content accommodation to modify the reading, writing, viewing, listening, or performance requirements in the course. Be aware that instructors are not required to grant content accommodations. As per Policy 6-100, Section III.Q.3:

"Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students' sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major."

It is your responsibility to determine if the course content is in conflict with your sincerely-held core beliefs. If so, please consider dropping the course. If you choose to drop the course, please be aware of the drop/withdrawal deadlines listed on the Academic Calendar.

Disruptive behavior (e.g. harassment, defamatory or obscene speech, threats of violence, etc.) is strictly prohibited. As outlined in Policy 1-007, Section III.E.1: "...Students have no right to impinge on the freedom of instructors to teach or the right of other students to learn. If a student persists in behaving disruptively in class after the instructor has explained the unacceptability of such conduct, the instructor may dismiss the student from the class and may refer the matter to the Office of the Dean of Students as described in Policy 6-400." Students dismissed from classes may choose to appeal the dismissal to the Office of the Dean of Students.

Technology. Students are encouraged to use technology appropriately in the classroom in ways that promote interactivity with the course as well as group cooperation. If these forms of technology become a distraction and prohibit the student from fully participating in the course, students may be asked to put away their devices. In general, students should always have their phones on Do Not

Disturb (not vibrating). Students should never answer phone calls in the classroom but should leave the room in case of emergencies.

Zoom Session Statement If this course must host Zoom sessions, the University of Utah Asia Campus requires that all students turn on their cameras during the entire course and post their full name in English. We ask that students try to locate a quiet space that will allow for ample social distancing and that students not wear a mask if possible. If a student has financial difficulty obtaining the appropriate equipment for online courses, the UAC can help provide resources. It is recommended that Zoom sessions be conducted synchronously. Faculty are not required to record their zoom sessions; this is an individual faculty decision.

Academic Dishonesty. The following statement is intended to make clear what constitutes academic dishonesty and the consequences that will follow. An act of academic dishonesty will result in a failing course grade of "E." Students that repeatedly plagiarize assignments will be recommended for additional disciplinary action. (The University of Utah Student Code provides these sanctions and provides appeal rights: www.sa.utah.edu/code/.) Please refer to the University of Utah Student Handbook and University of Utah online catalog regarding policies and procedures for grading, attendance, course incompletes, and academic honesty. Please carefully read the following definitions of academic dishonesty provided by the University of Utah:

- **Cheating** (as defined in Section I-B of the Student Code) "involves the unauthorized possession of use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise." Using paraphrase generators or AI tools like Chat GPT will result in automatic failure.
- **Plagiarism** (as defined in Section I-B of the Student Code) is "the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression."
- **Original work** means that unless specifically authorized by the instructor, all academic work done for this course must be original. That is, it must not have been submitted in a prior course, nor may it be submitted in a course being taken concurrently. [Instructor addition: Using a paraphrase generator for multiple phrases within your paper to use the work of others without attribution is considered a form of academic dishonesty and will be treated like plagiarism.]
- **"Fabrication" or "falsification"** includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

- **AI** - It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per Policy 6-410, Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct.

Please refer to the University of Utah Student Handbook and University of Utah online catalog (<http://regulations.utah.edu/academics/6-400.php>) regarding policies and procedures for grading, attendance, course incompletes, and academic honesty.

Plagiarism, or copying without giving credit, is a very serious academic offence and will be treated as such in this course. However, one of the main goals in this course is to train you to avoid plagiarism. This is why Turnitin will be offered to all students and required for students who submit plagiarized work. In this case, Turnitin and other tools will not only serve as originality checkers, but also as teaching tools. Students should not strive for perfection by replicating the work of others but should strive to engage with the assigned course material and exercises in their own unique and creative ways. What do you individually have to offer the class? What perspective do you bring to the course material? How do you see the course concepts and topics crossing paths with aspects of your own life? That is the work I want to see - not the work of others.