Course Objectives: A central aspect of a democratic society is the constitutional guarantee that all citizens possess freedom of speech, thought and conscience. Throughout American history individuals and groups of people, oftentimes vociferously, marched to the beat of a different drummer, and raised their voices in strident protest. We are going to study the story and development of dissent in America. How has dissent shaped American society? Why is it that some people never buy into the American Dream perceiving it not as a dream, but more like a nightmare? How has dissent molded groups of people within American society and, indeed, even transformed individuals.
Areas of concentration:
- Dissent during the colonial period: Anne Hutchinson, Roger Williams, Quakers, Native Americans, Women, Slaves, Anti-British radicals and Loyalist opponents.
- Dissent during the early national period: Transcendentalism. The opposition to the war against Mexico. The Abolitionist Crusade. Early feminism.
- Workers’ Rights.
- Anti-War sentiment during the Civil War, the Filipino Insurrection, and World War I.
- The Women’s Movement: From Suffragist to Feminist.
- Garvey and the Harlem Renaissance
- H.L. Mencken and the Lost Generation
- The Struggle for Civil Rights.
- The Anti-War Movement during the Vietnam War.
- Cultural Dissent: The rise of a counterculture from Beatniks to Hippies.
- Backlash and right-wing dissent
- Contemporary dissent.

Dissent in America is a US Society Gen/Ed course and as such is geared to develop your understanding of the history, society, culture and political systems of the U.S. Dissent in America’s specific aims are to teach you how to interpret historical and cultural materials and articulate your own point of view about the role dissent has played in American history while enhancing your:
- critical thinking skills
- information literacy
- ability to examine historical events through a variety of interdisciplinary disciplines
- understanding of historical and contemporary issues in context
- engagement, both locally and globally, in the issues of our day

Additionally, history courses are designed to develop the many interpretive skills that historians use. In this course you will be introduced to some of these skills and be expected to become competent in them. These competencies are fundamental and they will be beneficial to you in whatever career you pursue:
- Construction of simple essay arguments using historical evidence (exhibiting a clear sense of chronology, using evidence in support of a clearly stated thesis)
- Comprehension of time and change (understanding continuity and change over time) and understanding the connections
- Distinguishing between fact and interpretation (recognizing valid historical sources and their interpretations)
- Understanding of internet and digital library resources and other technologically appropriate sources for research, including ability to determine which are appropriate for academic use
- Evaluation of primary sources in their historical context
- Critical analysis of written materials and historical sources and demonstration of ability to write an analytical historical essay

Class Procedures and Policies: There will be lectures, discussions, in-class analysis of dissenters’ own words, library and Internet research, occasional quizzes and homework assignments, and two research papers. We will frequently refer to the documents in the Dissent in America reader so always bring it to class. Participation in discussions is expected and will be a factor in your final grade. Good (can we hope for perfect?) attendance is therefore essential if you expect to do well. Papers submitted late will be reduced by one grade per day. Missed exams or quizzes will receive a grade of “F”. Missing 25% of the classes will result in automatic failure.
Required Readings:

Class Procedures and Policies: There will be lectures, discussions, in-class analysis of dissenters’ own words, library and Internet research, occasional quizzes and homework assignments, and two research papers. We will frequently refer to the documents in the *Dissent in America* reader so always bring it to class. Participation in discussions is expected and will be a factor in your final grade. Good (can we hope for perfect?) attendance is therefore essential if you expect to do well. Papers submitted late will be reduced by one grade per day. Missed exams or quizzes will receive a grade of “F”. Missing 25% of the classes will result in automatic failure.

Disability Statement: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Statement on Academic Freedom: This, of course, is what dissent is all about! Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities: [http://policies.temple.edu/getdoc.asp?policy_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02)

Cell Phone/Text Messages: As a matter of common courtesy, please put your phone on “silent” at the beginning of class (like we do at movie theatres). However, if you must receive either a call or text message while in class, please pack up your books, exit the room, and respond to your call or text message. You will be marked as absent for that day.

Blackboard: Blackboard is one of the resources for this course. Log on at least once a week to check the announcements, discussions, course materials, links and other information that will be posted here. The final research project is to be submitted through the Assignments tab on the Bb page.

*Dissent in America* Library Guide: Temple University Librarian Kristina DeVoe is in charge of the Library Guide (“LibGuide”) that has been specifically designed for DiA. This indispensable guide will be very helpful for doing your research for this course: [http://guides.temple.edu/dissent](http://guides.temple.edu/dissent)

Examinations: There will be a midterm and a final examination consisting of identification and essay questions.
**Film Review:** Write a 1-2 page critical analysis of a documentary or a historical film that focuses on a dissent movement or a specific act of civil disobedience. Some suggestions: *Fahrenheit 911, Freedom Riders, Freedom Summer, The Sixties, Two Days in October, Milk, Selma, Shut Up and Sing,* any of the *Eyes on the Prize* series. If you want to view a different film get approval from us first.

**Library Project:** The Temple Library has several valuable databases that you can use for the library project: American Periodical Series; African American Newspapers: The 19th Century; American Civil War Letters and Diaries; Early American Imprints; Early American Newspapers; Early Encounters in North America; The Gerritsen Collection; Women’s History Online, 1543-1945; In the First Person; The Historical New York Times; North American Immigrant Letters & Diaries; Oral History Online; Pennsylvania Gazette; and Women and Social Movements in the United States: 1600-2000.

Examine contemporary newspaper/magazine accounts of an historical protest act and analyze how the dissenter or event was reported at the time. For example, when you read the account of Susan B. Anthony’s 1873 trial do research into the databases in the Library Guide and read how the *New York Times* and at least two other periodicals of that period reported the trial. Do the newspaper accounts reveal animosity or support for Susan B. Anthony’s protest? What do the media accounts show about attitudes toward women’s rights in 1873? You can choose from John Brown, Susan B. Anthony, Eugene V. Debs, or Upton Sinclair.

**Research Project:** Each student will research and write a 5-6-page (double-spaced, 12 font) paper. Footnotes and a Bibliography must be used. Choose **ONE** of these:

1) Analyze a dissent movement in American history from 1607 to 1980. An essential part of this paper is that you must quote at least TWO relevant primary sources from the speeches, letters, pamphlets or ephemera, published or documented by the people that appear in your paper (for example, newspaper advertisements pertaining to the Underground Railroad or letters written by Harriet Tubman). Begin the paper with an overview of dissent during that particular era and then go into a deeper analysis of what you believe to be significant about the dissenter(s) or movement(s) you have chosen. Argue a convincing case why the person or movement you chose is important and what impact she, he, or it had on American history. *Dissent in America* contains a number of significant documents that you can quote from, but do not be confined only to those documents. Check with me if you’d like to have further guidance into other sources that would elucidate the thesis you want to present.

2) Or, write a paper on a present-day dissent movement in the Delaware Valley region. First do some library and Internet research on local protest/activist organizations. These could be antiwar groups, anti-abortion groups, gay rights, women's rights, environmental, Green Party, community rights, etc. Choose one of these organizations (presumably, but not necessarily, one that you approve of or feel is addressing an important issue) and do research into the group. Examine its historical roots, present-day activities, and, if possible, attend a meeting or event or demonstration that the group organizes or interview a member of the organization. Report on how effective or ineffective the organization is in articulating and protesting for its cause. What are the short-term goals? What are the long-term goals? Explain why you are critical or laudatory of the group and these goals. And be sure to analyze the organization within its historical context.

**Policy on Academic Honesty** – According to the Temple University Bulletin: “Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect. Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. . . . Undocumented use of materials from the World Wide Web is
plagiarism. Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person."

Any case of suspected plagiarism or cheating will be reported to the University Disciplinary Committee and you will receive a grade of “F”.

**Teach Ins:** Since 2002 the History Department has hosted weekly teach-ins in Anderson Hall 821. This semester they will be on Fridays from 2:00-3:30. The teach-ins deal with the historical background of contemporary domestic problems and foreign policy concerns. They provide a great opportunity to delve into and discuss the most pressing issues confronting our society today. They evolved from my first Dissent in America class and are led by students or faculty. The teach-ins are open to the public and all students in Dissent in America are encouraged to attend. If you would like to lead a teach-in, talk to me and we'll schedule it. Suggestions for topics that you would like to see presented are always welcome. You can follow the teach-ins by liking the Teach-In Facebook page: [https://www.facebook.com/TempleDissentInAmerica](https://www.facebook.com/TempleDissentInAmerica).

**Grading:**
- Participation, Quizzes, Attendance: 10%
- Midterm Exam: 20%
- Library Project: 15%
- Film Review: 10%
- Research Project: 20%
- Final Examination: 25%

**Topics & Assignments:** (dates subject to some modification.)

- **8/24-8/28**
  - **Foundations of Dissent: The European Background**
  - **Dissent in Colonial America**
  - Williams, Hutchinson, Dyer, Bacon, Native American Voices, Zenger
  - *Dissent in America (DiA)*, pp. 1-37
  - *Dissent: The History of an American Idea (DHAI)*, pp. 1-33

- **9/2-7**
  - **“All Men Are Created Equal”?**
  - Woolman, Adamses, Paine, Hutchinson, Shays, Mason, Murray, Tecumseh
  - *DiA*, 39-85
  - *DHAI*, 34-99

- **9/9-18**
  - **Questioning the New Republic**
  - **Indian Resistance, Reformers, Abolitionists, Feminists, Workers**
  - *DiA*, 87-141
  - *DHAI*, 99-172

- **9/21**
  - **Civil War Dissenters**
  - Vallandingham, Brownlow, Pringle, African American Soldiers, Anthony
  - *DiA*, 143-182
  - *DHAI*, 173-212
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors/Groups</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2-7</td>
<td><strong>Progressives and Dissent</strong></td>
<td>Schurz, Jones, Muir, Goldman, Rauschenbusch</td>
<td><em>DiA</em>, 221-244; <em>DHAI</em>, 275-326</td>
</tr>
<tr>
<td></td>
<td><em>Library Project Due 10/7</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/9-14</td>
<td><strong>Conflict and Depression</strong></td>
<td>Hill, LAFollette, Debs, Bourne, Garvey, Randolph, Sanger Mencken, Coughlin, Long, Guthrie, Dellinger, Yasui</td>
<td><em>DiA</em>, 245-310; <em>DHAI</em>, 327-392</td>
</tr>
<tr>
<td>10/16</td>
<td><strong>Mid Term Exam</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/19-23</td>
<td><strong>Un-American Activities</strong></td>
<td>Lawson, Smith, Robeson, Seeger, Hay, Ginsberg</td>
<td><em>DiA</em>, 311-338; <em>DHAI</em>, 393-423</td>
</tr>
<tr>
<td>10/26-30</td>
<td><strong>Civil Rights</strong></td>
<td>King, Malcolm, Carmichael, SDS, Friedan, Ochs, Dylan</td>
<td><em>DiA</em>, 339-372; <em>DHAI</em>, 424-452</td>
</tr>
<tr>
<td>11/2-13</td>
<td><strong>Vietnam and the Counterculture</strong></td>
<td>Savio, Oglesby, Kerry, Leary, Hoffman, Music</td>
<td><em>DiA</em>, 373-403; <em>DHAI</em>, 453-481</td>
</tr>
<tr>
<td></td>
<td><em>Film Review Due 11/4</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/15-18</td>
<td><strong>Mobilization of Minorities</strong></td>
<td>Redstockings, Steinem, SCUM, Stonewall, AIM</td>
<td><em>DiA</em>, 403-415; <em>DHAI</em>, 462-500</td>
</tr>
<tr>
<td></td>
<td><em>Research Project Due 11/20</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/23-29</td>
<td><strong>Thanksgiving Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/30-12/7</td>
<td><strong>Contemporary Dissent</strong></td>
<td>Protest Music, Nader, DiFranco, AI, ELF, NION, VAIW, ACLU, Berg, Sheehan</td>
<td><em>DiA</em>, 438-478; <em>DHAI</em>, 508-522</td>
</tr>
<tr>
<td>12/11</td>
<td><strong>Final Examination 10:30-12:30</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Dissent in America Study Guide

The English Reformation
Marian Exiles
Elizabethan Settlement
Puritanism
Congregationalism
Separatists
John Winthrop
John Cotton
Anne Hutchinson
Roger Williams
Mary Dyer
John Peter Zenger
Thomas Hutchinson
Abigail Adams
Judith Sargent Murray
Tecumseh
William Apess
Lucretia Mott
Elizabeth Cady Stanton
Transcendentalism
Ralph Waldo Emerson
Henry David Thoreau
Margaret Fuller
David Walker
William Lloyd Garrison
Harriet Tubman
Frederick Douglass
The Grimké Sisters
The Know Nothings
John Brown
The Copperheads
Clement Vallandigham
13th 14th & 15th Amendments
The People’s Party
Mary Elizabeth Lease
Plessy v. Ferguson
Booker T. Washington
W.E.B. DuBois
The Niagara Movement
Social Gospel
Muckrakers
Jane Addams
Carl Schurz
Mother Jones
Emma Goldman
John Muir
Susan B. Anthony
Alice Paul
19th Amendment
Margaret Sanger
Randolph Bourne
Joe Hill
The Wobblies
Eugene V. Debs
The Harlem Renaissance
Langston Hughes
Marcus Garvey
A. Philip Randolph
H. L. Mencken
Father Coughlin
Huey Long
Leadbelly
Woody Guthrie
Pete Seeger
Paul Robeson
Margaret Chase Smith
Brown v. Board of Education
Martin Luther King, Jr.
NAACP/CORE/SCLC/SNCC
Malcolm X
Stokeley Carmichael
Freedom Rides
Freedom Summer
Allen Ginsberg
Jackson Pollack
Herbert Marcuse
Free Speech Movement
Bob Dylan
Phil Ochs
Tom Hayden
The Weather Underground
Abbie Hoffman
Timothy Leary
Gloria Steinem
Edward Abbey
Paul Weyrich
The Michigan Militia
ACT UP
ELF
Kate Millet
Gloria Steinem
Betty Friedan
Paul Weyrich
Ralph Nader
Tea Party Movement
Black Lives Matter
Occupy Wall Street
Document Worksheet

On a separate sheet of paper answer the following questions. Don’t get carried away—this is to help you read effectively for the purposes of this class. Brief is fine, so long as the answers are thoughtful and show engagement with the text.

1. Describe the text. What type of document is it (speech, petition, article, etc.)? Who authored the text? Where and when was it originally published if a written text or delivered if an oral text (this may require a bit of outside research)?

Who:
What:
Where:
When:

2. Summarize the author’s argument or central claim. If the text does not have an explicitly stated author (as with a court transcript), you will need to think creatively about who might have produced the document. Why was this document created? Take a stab at the creator’s objectives in recording this event for posterity.

3. How does the author (or creator) build his or her case? What types of arguments or evidence does he or she muster to support the argument?

4. How does the author (or creator) claim authority? Does the author make you trust him or her?

5. How does the author (or creator) seem to imagine his or her audience?

6. What is the historical significance of the document (its “so what?”)? How does it enrich our understanding of the past?

7. What do you think of the document? Did you find it persuasive?
GUIDE TO READING PRIMARY SOURCES

What is a primary source?

Primary sources are those constructed by people who were actually there at the time of the event you are studying. For example, an 1865 newspaper account about the assassination of President Lincoln is a primary source. Primary sources may include but are not limited to: letters, journals and other items written by individuals; newspapers, magazines and other news sources; laws, statutes and regulations; and memos, reports, and other records generated within organizations. A physical artifact, such as a piece of pottery excavated from an archeological site, can also be viewed as a primary source. In contrast, a secondary source is one that compiles or analyzes information about events with which the author was not directly involved. A textbook is a secondary source, as are many articles in scholarly journals.

Why is reading a primary source different from reading a secondary source?

Reading primary source materials differs significantly from reading textbooks and other secondary sources. Very often, textbooks and other secondary sources will tell the reader what is important to remember from the text, and will organize the material specifically with the student in mind as the audience. In contrast, because the author of a primary source was not thinking of college students in the future as the most important audience for his or her work, s/he did not provide a road-map to the reader to highlight what is most important. Reading a primary source therefore puts more responsibility on the reader to extract from the text what is important.

How should I approach reading a primary source?

PREPARATION: Learning is a process of hanging new information on a framework of knowledge that already exists in your mind. Before starting to read, ask yourself a couple of questions to help identify your framework.
- What do I already know about this subject?
- What do I want to get out of this reading?

WHILE READING: Try to think critically while reading a primary source. To do this, ask yourself the following questions:
- What is the author saying?
- What does the author imply?
- What does the author assume?
- Is the argument valid? How does the author support the argument?

AFTER READING: Once you have read the material, take a few moments to reflect on it. Ask yourself the following questions:
- Can you repeat in a concise statement what the author’s main argument was and how it was supported?
- Can you extend the author’s argument to other circumstances?
- How does what you read change the framework you had in mind before you started reading?
- What questions remain that you want to explore in this class?
- If you were going to start a discussion about this reading, what questions would you raise?

*Excerpted from the University of Pennsylvania’s Office of Learning Resources Handout “Guide to Reading Primary Sources"