

## USW Social Movements and Protest

| <b>Know</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Understand</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Do</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>The 40's:</b><br/>The leadup to the Cold War<br/>(Bridge from part 1 to part 2)</p> <p><b>The 50's:</b><br/>Culture</p> <p>McCarthyism<br/>-Lavender Scare</p> <p>Korean War<br/>-April Revolution</p> <p><b>The 60's:</b><br/>Culture</p> <p>Civil Rights Movement</p> <p>Cuban Missile Crisis<br/>-Nuclear Disarmament</p> <p>Vietnam War</p> <p>Women's Rights</p> <p><b>The 70's:</b></p> <p>Culture</p> <p>Israeli Settlements<br/>-Palestinian Social Movements</p> <p>Iranian Revolution<br/>-Women's/Human Rights</p> <p><b>The 80's:</b></p> <p>Culture</p> <p>Aids Epidemic<br/>-Act Up</p> | <ul style="list-style-type: none"> <li>● Globalization, technological and media advancements have inhibited and promoted societal changes around the world.</li> <li>● Sometimes nations struggle to live up to their ideals.</li> <li>● The past informs the present and the future.</li> <li>● Racial, class, religious and gender inequities have played a significant role in both US and World history.</li> <li>● "Declension" after progress has been a common theme in US history.</li> </ul> | <p><b>Discussion</b> I can contribute to discussions by adding my voice using connections, observations, and questions. My contributions reflect my active listening and push the conversation further.</p> <p><b>Strategic Reading:</b> I can read texts carefully and intentionally in order to understand, interpret and analyze them.</p> <p><b>Concept Explanation:</b> I can explain specific elements of the content using discipline-specific vocabulary and facts.</p> <p><b>Argumentation:</b> I can use reasoning to contextualize, organize and analyze evidence in order to support my purpose or justify my claim.</p> <p><b>Relationships:</b> I can show relationships between and among individual elements, topics, or units of study (may include compare/contrast and cause/effect).</p> <p><b>Information Literacy:</b> I can search for and select credible evidence or sources that support my purpose.</p> |

# US and The World Part 2: Social Movements and Protest 1945+ Course Syllabus 2024

**Stacy Wulff**  
**Office 128**

**Free Blocks: R2, W2, W3**

*Welcome to US and the World Part 2: Social Movements and Protest!  
I am very excited about teaching this course and having all of you in class. I look forward to having fun, learning new information, and challenging both you and myself. Before we get started I want to set a few ground rules and expectations as well as a few things you should expect from me.*

## **I Expect:**

- You to communicate with me
- You to participate in class, and be an active critical thinker and take personal responsibility for yourself and your learning.
- You to show respect to everyone in class at all times, including yourself.
- You to demonstrate academic honesty and integrity.
- **You to ask for help when you need it!**
- Your work to reflect your best efforts and original thinking.
- You to talk with me if you have any problems, questions or concerns about our class.

## **You Should Expect that:**

- 
- I will treat you fairly and with respect.
- I will listen to your needs and concerns.
- I will give you feedback on your work and reasonable assessments.
- I will give you clear instructions, and assignments with purpose/meaning.
- I will be available to help you in any matter.

## Course Goals

**This course will help to further develop your reading, research and critical thinking skills. It is also designed to challenge you to consider who you are as an individual and what your role in the global community might be.**

**I don't expect you to memorize every date and fact, rather I want you to know how to find that information, to discuss its significance and push your thinking further.**

### **Materials Needed: Have these with you for EVERY Class!!**

- 3-ring binder and loose leaf paper. We do not have a text-book, so expect lots of handouts.
- Assignment book or day planner. Write it down, be organized. All our lives will be easier.
- Writing utensil
- Your chromebook or computer, charged and ready to go!
- Your homework (if assigned).

### **Units of Study:**

Each unit will cover a decade following WW2 and will start with a culture day. Each Decade will cover a few of the "Big" moments of that time period. Students will learn the background of that moment in time and then will be exposed to an associated social movement or protest. It is not my job as a teacher to convince you that the social movements/protests are right or wrong, that is up to you as a student.

#### **The 40's:**

The leadup to the Cold War  
(Bridge from part 1 to part 2)

#### **The 50's:**

McCarthyism (Lavender Scare)

Korean War (April Revolution)

#### **The 60's:**

Civil Rights Movement

Cuban Missile Crisis (Nuclear Disarmament)

Vietnam War (Women's Rights)

#### **The 70's:**

Israeli Settlements (Palestinian Social Movements)

Iranian Revolution (Women's/Human Rights)

#### **The 80's:**

Aids Epidemic (Act up)

The End of the cold War (Protests in soviet Satellite Nations)

## **This Course is new and has not been taught yet**

Here are the tentative lesson materials

### **Topic 1:**

Israeli Settlements

📄 Religious conflict in the 70s

Subtopic: Movement for Palestinian statehood

Recap:

📺 Brief Animated History of the Question of Palestine

Possible Social Movements to cover:

<https://palestiniayouthmovement.com/>

<https://www.palestinecampaign.org/>

Questions on my Mind Lyrics

<https://lyricstranslate.com/en/fy-syl-brsy-i-got-some-questions-my-mind.html>

### **Summative:**

**Create a pamphlet highlighting the work of Palestinian social movements**

HR Violations from the Amnesty site Linked here

<https://www.amnesty.org/en/latest/campaigns/2019/01/chapter-3-israeli-settlements-and-international-law/>

### **Topic 2: Iran**

Background reading:

☰ **A Brief History of Iran updated 2019**

- Have students summarize each section of the reading

Watch the following documentary as a class:

📺 Iran 1979: Anatomy of a Revolution | Featured Documentary

Discuss with the students the fact that there are still relevant issues that were born out of this time period in Iranian history...

Notably:

- The deteriorating relationship between Iran and the US
- HR Violations in Iran

Homework: watch this video and follow along with the notes

▶ Life in IRAN Before and After The Islamic Revolution | 5 Differences in 15 Minutes

Accompanying notes:

☰ Iran Before & After the Revolution

Watch this video together

▶ Iran v America: what's behind the feud?

<https://www.amnesty.org/en/location/middle-east-and-north-africa/iran/report-iran/>

**Subtopic:**

**Women's Rights:**

<https://www.politico.com/news/magazine/2023/01/22/women-rights-iran-protests-00069245>

Anthem of the revolution

<https://www.youtube.com/watch?v=z8xXiqyfBg0>