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, Native Americans.
- Dissent during the early national period
- Workers’ Rights.
- Anti-War Movements.
- The Women’s Movement: From Suffragist to Feminist.
- The Struggle for Civil Rights.
- Cultural Dissent: The rise of a counterculture from Beatniks to Hippies.
- 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
Required Readings:

Course Engagement. An important way to evaluate learning is through course engagement. A student who is “engaged” attends all class meetings, is consistently prepared to discuss the readings, and turns in all assignments complete and on time. An “engaged” student responds appropriately and intelligently to questions asked during class, provides leadership in small group activities, and takes the initiative during class discussions to provide insightful comments that spark further discussion. “Engaged” students draw connections among classes they have taken or ideas they have encountered outside of the classroom in books, newspapers, movies, or elsewhere. Though it is not a requirement to attend office hours, “engaged” students usually seek out the professor and/or teaching assistant to clarify the terms of assignments, to refine paper topics, to go over study questions, and even to discuss grades.

*Dissent in America Library Guide*: Temple University Librarian Rebecca Lloyd 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)
Film Analysis: Write a brief (400-600 word) critical analysis (not a summary) of a documentary or a historical film that focuses on a dissent movement or a specific act of civil disobedience. Some suggestions: Fahrenheit 9/11, 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 analyze 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 three contemporary newspaper/magazine accounts of an historical protest act by a dissenter and analyze how that person or event was reported at the time. For example, after you read the account of Susan B. Anthony’s 1873 trial in the Dissent in America reader access the library databases listed in the DiA Library Guide and write a 2-page report on how at least three of the periodicals or newspapers (e.g., the New York Times, Harper’s, McClure’s, etc.) reported on Anthony’s trial. Do the newspaper accounts at that time 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 any one of these dissenters and their acts of protest: John Brown, Susan B. Anthony, Eugene V. Debs, Upton Sinclair, Emma Goldman, or Joe Hill.

Book Analysis: Write a 2-page analysis of Dissent: The History of an American Idea in which you give two examples of how, in your opinion, dissent has played (or not played) an especially influential role in shaping American history. Is dissent a defining characteristic of the U.S.?

Research Project: Each student will research and write a 1500-word paper. Footnotes and a Bibliography must be used according to the Chicago Manual of Style. 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 a brief overview of dissent during that particular era and then go into a deeper analysis of what you believe to be significant about the dissenter or movement 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.”
**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 or foreign policy problems. 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.

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

8/29-9/2  *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

9/7-9  *“All Men Are Created Equal”?*

Woolman, Adamses, Paine, Hutchinson, Shays, Mason, Murray, Tecumseh

*DiA*, 39-85

*DHAI*, 34-99

9/12-19  *Questioning the New Republic*

**Indian Resistance, Reformers, Abolitionists, Feminists, Workers**


*DiA*, 87-141

*DHAI*, 99-172

9/21  *Library Workshop with Rebecca Lloyd*

9/23  *Civil War Dissenters*

Vallandigham, Brownlow, Pringle, African American Soldiers, Anthony

*DiA*, 143-182

*DHAI*, 173-212

9/26-30  *Dissent in the Gilded Age*


*DiA*, 183-221

*DHAI*, 213-274
10/3-7  Progressives and Dissent  
Schurz, Jones, Muir, Goldman, Rauschenbusch  
 *DiA*, 221-244  
 *DHAI*, 275-326  
 Film Review Due 10/3

10/10-14  Conflict and Depression  
Hill, La Follette, Debs, Bourne, Garvey, Randolph, Sanger  
Mencken, Coughlin, Long, Guthrie, Dellinger, Yasui  
 *DiA*, 245-310  
 *DHAI*, 327-392

10/17  No Class: Research Day

10/19-21  Un-American Activities  
Lawson, Smith, Robeson, Seeger, Hay, Ginsberg  
 *DiA*, 311-338  
 *DHAI*, 393-423  
 Library Project Due 10/21

10/24-31  Civil Rights  
King, Malcolm, Carmichael, SDS, Friedan, Ochs, Dylan  
 *DiA*, 339-372  
 *DHAI*, 424-452

11/2-14  Vietnam and the Counterculture  
Savio, Oglesby, Kerry, Leary, Hoffman, Music  
 *DiA*, 373-403  
 *DHAI*, 453-481

11/16-18  Mobilization of Minorities  
Redstockings, Steinem, SCUM, Stonewall, AIM  
 *DiA*, 403-415  
 *DHAI*, 482-500  
 Book Analysis Due 11/18

11/20-27  Thanksgiving Break

11/28-12/5  Environmentalism, Sexuality, Pacifism, and Militias  
ACT UP, Gay Liberation, Kaczynski  
 *DiA*, 417-438  
 *DHAI*, 501-508  
 Research Project Due 11/28

12/7-12  Contemporary Dissent  
Protest Music, Nader, DiFranco  
AI, ELF, NION, VAIW, ACLU, Berg, Sheehan  
 *DiA*, 438-478  
 *DHAI*, 508-522

12/16  Final Examination 10:30-12:30
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<tr>
<th>Topic</th>
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<tr>
<td>The English Reformation</td>
<td>Joe Hill</td>
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<td>Marian Exiles</td>
<td>The Wobblies</td>
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<td>Elizabethan Settlement</td>
<td>Eugene V. Debs</td>
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<td>Puritanism</td>
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<td>Congregationalism</td>
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<td>Separatists</td>
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<td>John Cotton</td>
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<td>Anne Hutchinson</td>
<td>Father Coughlin</td>
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<td>Roger Williams</td>
<td>Huey Long</td>
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<td>Mary Dyer</td>
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<td>John Peter Zenger</td>
<td>Woody Guthrie</td>
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<td>Thomas Hutchinson</td>
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<td>Abigail Adams</td>
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<td>Judith Sargent Murray</td>
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<td>Tecumseh</td>
<td>Brown v. Board of Education</td>
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<td>William Apess</td>
<td>Martin Luther King, Jr.</td>
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<td>Lucretia Mott</td>
<td>NAACP/CORE/SCLC/SNCC</td>
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<td>Elizabeth Cady Stanton</td>
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<td>Transcendentalism</td>
<td>Stokeley Carmichael</td>
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<td>Ralph Waldo Emerson</td>
<td>Freedom Rides</td>
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<td>Henry David Thoreau</td>
<td>Freedom Summer</td>
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<td>Margaret Fuller</td>
<td>Chaney, Goodman, &amp; Schwerner</td>
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<td>David Walker</td>
<td>Allen Ginsberg</td>
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<td>William Lloyd Garrison</td>
<td>Jack Kerouac</td>
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<td>Harriet Tubman</td>
<td>Jackson Pollack</td>
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<td>Frederick Douglass</td>
<td>Herbert Marcuse</td>
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<td>The Grimké Sisters</td>
<td>Free Speech Movement</td>
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<td>The Know Nothings</td>
<td>Bob Dylan</td>
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<td>John Brown</td>
<td>Phil Ochs</td>
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<td>The Copperheads</td>
<td>Tom Hayden</td>
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<td>Clement Vallandigham</td>
<td>The Weather Underground</td>
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<td>13th 14th &amp; 15th Amendments</td>
<td>Abbie Hoffman</td>
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<td>The People's Party</td>
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<td>Mary Elizabeth Lease</td>
<td>Betty Friedan</td>
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<td>Plessy v. Ferguson</td>
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<td>Booker T. Washington</td>
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<td>W.E.B. DuBois</td>
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<td>The Niagara Movement</td>
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<td>Social Gospel</td>
<td>The Michigan Militia</td>
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<td>Muckrakers</td>
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<td>Jane Addams</td>
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<td>Carl Schurz</td>
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<td>Mother Jones</td>
<td>MoveOn.org</td>
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<td>Emma Goldman</td>
<td>Tea Party Movement</td>
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<td>John Muir</td>
<td>Occupy Wall Street</td>
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<td>Susan B. Anthony</td>
<td>Black Lives Matter</td>
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<td>Alice Paul</td>
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<td>19th Amendment</td>
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<td>Margaret Sanger</td>
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<td>Robert M. La Follette</td>
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<td>Randolph Bourne</td>
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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 archaeological 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”*