

**SYLLABUS for HON 200**

Honors Connections Seminar II

Theme: Contemporary American History: How the Fear of Others is Used as a Propaganda Tool

Spring 2015

Mondays, Wednesdays and Fridays 10:10 – 11:00

for 3 credit hours

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*Title:* Associate Professor of Africana Studies and Social Sciences

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“There is no terror in the bang, only the anticipation of it.”

—*Alfred Hitchcock*

### Course Description

This U.S. history course will explore how the *fear of others* has been used as propaganda tool to vilify a group (race, class, gender, sexual orientation, religion, young people, and so on). The time frame of study is WWII to the present. Although issues will be explored from a U.S.-based context, students will be encouraged to discuss and explore issues from a global context as well.

### Student Learning Outcomes

Upon completion of this course, students will have the ability to

- Understand the issues, topics, and trends in U.S. history regarding vilification of groups within the lens of “fear of the other.”
- Put their knowledge of fear as a propaganda tool into a broad U.S. historical context and anticipate future trends.
- Identify and define core terminology, theories, and basic methods prevalent to the use of fear to achieve goals.
- Demonstrate basic competency in critical reading, thinking, and written communication about this topic.

### Required Course Reading:

Peer -reviewed journal articles (see course schedule)

### Assessment:

A. *Thematic Essays (65%)*

You will be required to write three thematic essays (based on the assigned readings) that explore how fear is used as a propaganda tool or how people are classified as the “other.” This intellectual requires you to provide a unique perspective of a scholarly discussion of the topic. As you prepare to write your essay, please consider a theme or a topic discussed in class, film session, or outside readings/topics. The finished essay each will be

- Original; provides a unique scholarly perspective
- Polished and error free
- At least 1000 words in length (only the body of the essay will be counted)
- Cited in APA citation style
- Double-spaced in a 12-point, Times New Roman font, with 1-inch margins
- Have a reference page provided, of all works cited

Furthermore, to enhance the quality of your essay, be sure to reference an academic reading, film, primary document that we have not discussed in class. This will help to make your essay unique and original.

- Use [www.jstor.org](http://www.jstor.org) to find additional peer reviewed journal articles r

This intellectual exercise will better prepare honors students to objectively critique scholarship in preparation to successfully complete their honors theses.

Your review is due on Blackboard (via safe assignment) by 11:59 pm on the respective due date. Be sure to also submit a duplicate hard copy as well (my office is located in Candelaria 0140 B). A full letter grade reduction will be applied if you fail to follow the above directions. **Late submissions will not be accepted.**

The following is a tentative due date for each of the three essays (which is also listed in the course schedule, pp. 5–8).

- Essay #1 – Tuesday, February 17 (Base on assigned readings from weeks 2-5)
- Essay #2 – Monday, March 23 (Based on assigned readings from weeks 6-9)
- Essay #3 – Tuesday April 21 (Based on assigned readings 10-13)

#### *B. Poster Presentation about Fear Propaganda (25%)*

In groups, you will construct a poster presentation for your final exam (Friday May 8 8-10:30 am). You will select a historical propaganda document (such as a poster, image, written article, film clip or speech) that uses, as a tool, the public’s fear of others. Your poster presentation should reflect the following:

1. A copy of the propaganda document, including a brief description of it and an explanation of how it uses the public’s fear of others.
2. An exploration of key historical events surrounding the propaganda.
3. A discussion of the historical or contemporary significance of the propaganda.
4. A bibliography or list of scholarly references that best reflects the propaganda.

The purpose of this exercise is to acquaint you with the process of preparing a clear, organized public poster presentation on an academic topic. This exercise will be useful for those who present poster presentations for business or for academic conferences (such as UNC's Research Day).

### *C. Discussion Leader (10%)*

Discussion sessions are a significant component of the course that requires you to be critically engaged with the course-related material. You will be granted the opportunity/opportunities to lead the class in a full discussion of the required reading for that week. You will be assessed based on your level of engagement and quality of questions with the class as well as your ability to think critically about the issues presented to the class. Conversely, individual members of the class will be held accountable for the readings and must participate. In-class discussion sessions will be conducted primarily on Fridays based on the assigned reading (see course schedule).

### *D. Attendance*

Because participation in class discussions is expected, it is obvious that one cannot participate without attending. While there is no percentage factored into the final grade when it comes to attendance, please note that your final grade will be reduced if you have more than 3 absences (both excused and unexcused).

## **Grading Philosophy**

A grade is an assessment of your performance on a particular intellectual task; it is not an indicator of your overall intelligence or general abilities, nor is it a representation of the instructor's opinion of your personality. Grades need to be kept in perspective. The standards of this course are high, but the criteria used to assess student performance are fair and consistent. Outlined below are the standards of work necessary in order to achieve a particular grade.

**Grading:** A: 100-94%, A-: 93-90%, B+: 89-88%, B: 87-83%, B-: 82-80%, C+: 79-78%, C: 77-73%, C-: 72-70%, D+: 69-68%, D: 67-63%, D-: 62-60%, F: 59-0%

## **Student Code of Conduct**

All students are expected to adhere to the University's Student Code of Conduct, designed to promote a safe and respectful learning environment. For more information about your rights and responsibilities as a UNC student see:  
[http://www.unco.edu/dos/honor\\_code/index.html](http://www.unco.edu/dos/honor_code/index.html)

## **Academic Integrity: Plagiarism/Consequences**

It is expected that members of this class will observe strict policies of academic honesty and will be respectful of each other. Any instances in which cheating (including plagiarism and unauthorized use of copyrighted materials, computer accounts, or someone else's work) is determined will be referred to the Dean of Students and will be investigated to its full extent. If you have any questions regarding the meaning of "plagiarism," please see the professor or view the following site:

[http://www.unco.edu/dos/honor\\_code/understanding\\_plagiarism.html](http://www.unco.edu/dos/honor_code/understanding_plagiarism.html)

Please be mindful that academic integrity in this class also extends to the respect for the spectrum of human differences—physically, intellectually, historically, and ideologically.

## **Etiquette and Expectations**

### *Attendance*

Students are required to attend all class meetings for the duration of the semester. Students will sign a class attendance sheet prior to the start of a class meeting. Please do not sign the roll on behalf of an absent classmate(s). Any student who does this will be dismissed from the class and referred to the Dean of Students for disciplinary matters (on grounds of violating the Student Code of Conduct). Moreover, the absentee student will also be referred to the Dean of Students. Students with excessive absences, tardiness, or who leave class early will have a serious deduction in their final grade.

### *Inclement Weather*

In the event of inclement weather (snow and so forth), please be advised to check the university website or sign up for UNC's Emergency Alert, <http://www.unco.edu/alerts/signup.html> to be informed on the status of the university. Class will proceed as scheduled if the university is open in the event of inclement weather. If you choose to not attend class, you will be counted as absent.

### *Tardiness*

In similar regard to class attendance, it is imperative that you attend each class meeting in a timely manner. Tardiness can cause unnecessary disruptions to the class. Attendance will be observed minutes before class. A deduction in the final grade will occur if a student demonstrates excessive tardiness and early departures.

### *Use of Cell Phones and Computers*

No cell phones will be used in class. Please turn them off. In case a student wants to use a laptop computer during class, it must only be used for writing notes or engaging in activities that are directly related to the class. Surfing of the net is not allowed unless it is part of the class activity.

### *Email & Blackboard*

It is your responsibility to check your university email account (as well as Blackboard) for updates and important announcements in this course. Be sure to check your Spam/Junk mail folder. At times, mass emails automatically go into your Spam/Junk mail folder. Also be sure to practice professional courtesy by returning email inquiries sent from the professor.

## **Students with Disabilities**

Any student requesting disability accommodation for this class must inform the instructor, giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure that helpful and appropriate accommodations are implemented in a timely manner.

## Course Schedule Syllabus/Schedule Modification

The course activities are subject to change. Changes, if any, will be announced in class as well as via email. Students will be held responsible for all changes.

### Course Schedule Spring 2015

Week	Topic	Course Activities
Week 1 January 12, 14 & 16	Course Introduction  &  America's Mistrust of Outsiders	Course/syllabus Overview/expectations <b>Required Reading:</b> Stearns, Peter N. (2006, winter). Fear and Contemporary History: A Review Essay. <i>Journal of Social History</i> , 40(2): 477-484.  See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday Jan 16).
Week 2 January 21 & 23	Japanese-Americans during WWII: The Struggle between Fear and Freedom	<b>Required Reading:</b> Eisenberg, E. (2004). As Truly American as Your Son: Voicing Opposition to Internment in Three West Coast Cities. <i>Oregon Historical Quarterly</i> , 104(4): 542-565.  See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday Jan 23)
Week 3 January 26, 28 & 30	Zoot Suits Riots	<b>Required Reading:</b> Griswold del Castillo, R. (Summer 2000). The Los Angeles "Zoot Suit Riots" Revisited: Mexican Latin American Perspectives. <i>Mexican Studies/Estudios Mexicanos</i> , 16 (2): 367-391.  See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday Jan 3)
Week 4 February 2, 4 & 6	Anxiety about Juvenile Delinquency	<b>Required Reading:</b> Barnosky, J. (2006, July). The Violent Years: Responses to Juvenile Crime in the 1950s. <i>Polity</i> , 38(3): 314-344.  See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday Feb 6)
Week 5 February 9, 11 & 13	Interracial Sexual Politics in an Age of "Conformity"	<b>Required Reading:</b> Boyle, K. (1997, Sept.). The Kiss: Racial and Gender Conflict in a 1950s Automobile Factory. <i>The Journal of American History</i> , 84(2): 496-523.

		See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday Feb 13)
Week 6 February 16, 18 & 20	The Religious Right Confronts Rock 'n Roll	<b>Required Reading:</b> Sullivan, M. (1987, Oct.). "More Popular than Jesus": The Beatles and the Religious Far Right. <i>Popular Music</i> 6(3):313-326. (reading)  See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday Feb 20)  Essay#1 Due on Blackboard (Tuesday Feb 17 by 11:59 pm) *based on readings from weeks 2-5
Week 7 February 23, 25 & 27	Black Power Framed as Militancy	<b>Required Reading:</b> Tyson, T. B. (1998). Robert F. Williams, "Black Power," and the Roots of the African American Freedom Struggle. <i>Journal of American History</i> , 85(2):540-570. (reading)  See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday Feb 27)
Week 8 March 2, 4 & 6	Vilifying Homosexuals	<b>Required Reading:</b> Boag, P. (2004, spring). Does Portland Need a Homophile Society? Gay Culture and Activism in the Rose City between World War II and Stonewall. <i>Oregon Historical Quarterly</i> , 105:6-39.  See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday March 6)
Week 9 March 9, 11 & 13	Defining Feminist	<b>Required Reading:</b> Pitzulo, C. (2008). The Battle in Every Man's Bed: <i>Playboy</i> and the Fiery Feminists. <i>Journal of the History of Sexuality</i> , 17(2):259-289.  See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday March 13)
Week 10 March 23, 25 & 27	Residential Segregation	<b>Required Reading:</b> McCorkle, G. S. (2008, Jan.). Busing Comes to Dallas Schools. <i>Southwestern Historical Quarterly</i> , 111(3): 304-333.

		<p>See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday March 27)</p> <p>Essay#2 Due on Blackboard (March 23 by 11:59 pm) *based on readings from weeks 6-9</p>
<p>Week 11 March 30, April 1 &amp; 3</p>	<p>Separation from the People across the Tracks</p>	<p><b>Required Reading:</b> Krumer-Nevo, M., &amp; Benjamin, O. (2010). Critical Poverty Knowledge: Contesting Othering and Social Distancing. <i>Current Sociology</i>, 58:693–714.</p> <p>See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday April 3)</p>
<p>Week 12 April 6, 8 &amp; 10</p>	<p>Anxiety about the Drug Users</p>	<p><b>Required Reading:</b> Kennedy, J. E. (2003, summer). Drug Wars in Black and White. <i>Law and Contemporary Problems</i>, 66: 153–181.</p> <p>See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday April 10)</p>
<p>Week 13 April 13, 15 &amp; 17</p>	<p>Defending White Identity</p>	<p><b>Required Reading:</b> Futrell, R., Simi, P., &amp; Gottschalk, S. (2006). Understanding Music in Movements: The White Power Music Scene. <i>The Sociological Quarterly</i>, 47: 275–304.</p> <p>See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday April 17)</p>
<p>Week 14 April 20, 22 &amp; 24</p>	<p>Distrusting Others: Islam</p>	<p><b>Required Reading:</b> Elia, N. (2006, fall). Islamophobia and the “Privileging” of Arab American Women. <i>National Women’s Studies Association Journal</i>, 18(3):155–161.</p> <p>See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday April 24)</p> <p>Essay#3 Due on Blackboard (Tuesday April 21 by 11:59 pm) *based on readings from weeks 10-13</p>

<p>Week 15 April 27, 29 &amp; May 1</p>	<p>Distrusting Others: Whiteness</p>	<p><b>Required Reading:</b> Mason, C. (2005). The Hillbilly Defense: Culturally Mediating U.S. Terror at Home and Abroad. <i>National Women's Studies Association Journal</i>, 17(3):39.</p> <p>See <a href="http://www.jstor.org">www.jstor.org</a> (type the title of the article) (Friday May 1)</p>
<p>Week 16 May 8</p>	<p>Final Examination</p>	<p>Propaganda poster presentation (Friday May 8 – 8:00 – 10:30 am)</p>