

# Social Movements Since 1945

**HISTORY 3402: Topics in Modern History 1945-present**

**Section OL55**

**Summer 2023**

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**Texts:** All free, all online (CUNY Library login required)  
Various readings (online)

**Location:** **Asynchronous**

**Zoom Office Hours:** 11am-12pm Tuesdays (Drop in) or by appointment

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Non-violence is the greatest force at the disposal of mankind. It is mightier than the mightiest weapon of destruction devised by the ingenuity of man. - Mahatma Gandhi

One had better die fighting against injustice than die like a dog or a rat in a trap. - Ida B. Wells

The BIG Protest Rally in Washington, **D.C.** will take place at 11:00 A.M. on January 6th.  
Locational details to follow. StopTheSteal! - Donald Trump

Don't get lost in a sea of despair. Be hopeful. Be optimistic. Our struggle is not the struggle of a day, a week, a month, or a year, it is the struggle of a lifetime. Never, ever be afraid to make some noise and get in good trouble, necessary trouble. - Congressman John Lewis

I do believe that, where there is only a choice between cowardice and violence, I would advise violence. I would rather have India resort to arms in order to defend her honor than that she should, in a cowardly manner, become or remain a helpless witness to her own dishonor. But I believe that nonviolence is infinitely superior to violence, forgiveness is more manly than punishment. -- Mahatma Gandhi

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## **Official Course Description:**

History 3402 is an interdisciplinary course which examines the history of the modern world over the last 75 years through the lens of the various social movements which have arisen to address issues relating to civil rights, war and imperialism, environmental degradation and preservation, religious and moral concerns, authoritarianism, globalization, and decolonization. The course

will examine these movements in a roughly chronological manner, from 1945 to present, but will also necessarily study earlier movements from which the post-WWII iterations of these movements derived strength and inspiration. The course will approach all of the movements using tools derived from sociology, anthropology and psychology. The course will furthermore examine social changes in the period inspired and made possible by scientific discovery and advancements in communication technologies. The course will compare the various strategies of such movements, and discuss the ways in which common strategies of collective action were employed in the pursuit of power and social change.

## **GRADE SCALE**

<b>A</b>	<b>= 93-100</b>
<b>A-</b>	<b>= 90-92.9</b>
<b>B+</b>	<b>= 87-89.9</b>
<b>B</b>	<b>= 83-86.9</b>
<b>B-</b>	<b>= 80-82.9</b>
<b>C+</b>	<b>= 77-79.9</b>
<b>C</b>	<b>= 70-76.99</b>
<b>D</b>	<b>= 60-69.9</b>
<b>F</b>	<b>= 59.9 and below</b>

## **Capstone Course Requirement**

This course fulfills the LAA/LAS Associate Capstone requirement, though it can also be taken for other requirements and electives. The City Tech LAA/LAS Associate Capstone is designed for students entering their second year in the program. LAA/LAS Associate Capstone courses are meant to prepare students to continue their studies in a bachelor's degree, third-year, or junior, level. In addition, Associate Capstone courses are meant to help students develop an awareness of the importance of knowledge, values and skills developed in general education courses; and to integrate this knowledge, these values and these skills into their advanced academic study and professional careers.

## **City College of Technology Academic Integrity Policy**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

Link to the Academic Integrity Policy Manual, which all professors must consult and follow: [http://www.citytech.cuny.edu/academics/docs/academic\\_integrity\\_policy.pdf](http://www.citytech.cuny.edu/academics/docs/academic_integrity_policy.pdf).

**Accommodations for students with disabilities:** *Reasonable accommodations will be made for students with documented disabilities. If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know as soon as possible, but definitely before the date of the first quiz, so that your learning needs may be appropriately met. If you have not already done so, you will need to provide documentation of your disability to the Center for Student Accessibility, which is located in A-237 in the Atrium Building.*

**Important note on the use of ZOOM or Blackboard Collaborate in this**

**class:** *Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live.*

**Evaluation and Grading:**

**1. Evaluation:**

Two Papers:	25%, 25%
Discussion Posts:	20%
Review Questions:	30%

- Papers (50%):** *Students will be responsible for completing two major papers during the semester. The first and second paper will be related/laddered. The first paper will ask students to pick a particular organization or group that identifies with one of the broader social movements discussed in the class, and explore how that organization/group differentiates itself from others in its approach to the movement. Do not just describe the organization: you must analyze how it is similar and/or different from other organizations or groups that may also be seen as being part of the larger movement. The second paper is intended to build upon the foundation laid in the first, in that it will ask students to explore the broader issue of intersectionality between different social movements, by exploring how a particular organization or set of organizations bridges different interests (political, racial, economic, urban/rural, etc.) in the pursuit of its goals. In this second paper, you may expand upon your topic in the first, or you may choose a different topic. But the focus will be on how different movements intersect, and how a particular organization bridges that particular intersection. Further details regarding these papers will be discussed in class.*

2. **Review questions (30%):** For nearly every week, students will be responsible for answering a short list of review questions related to the week’s reading. The answers to these questions should be posted on Blackboard prior to the day scheduled for class (whether or not a live class is actually held that day.)
  
3. **Online Resources:** We will make significant use of the Blackboard system in this course. Any handouts and syllabi will be posted in the Blackboard shell and all papers should be submitted to Blackboard prior to the deadline. All readings outside of the textbooks will also be posted in the Blackboard shell or linked therein. All assignments must be submitted using Blackboard. *Please do not submit papers or assignments using Pages, but instead convert all submissions to PDF or DOC (docx.)*
  
4. **Readings:** All readings should be completed before the discussion board closes on the assignment day in question, so that you can refer to those readings in your posts. Posts that are vague and lack context will be downgraded and it will be assumed that you did not complete the readings before the class in question.
  
5. **Discussion & Participation (20%):** Your participation grade is not based solely on how often you participate in class discussion (although you are encouraged to do so) but on how much you contribute to fostering a spirit of learning and engage with the material. *Discussion is a major part of your grade, and is based on your committed participation in asynchronous discussions posted in each of the folders for the session. You must not only post an initial response to the provided prompt (300 words) but also follow-up at least once with another student’s post (200 words) to receive full credit.*

General Education Learning Outcomes	Assignments/Assessments That Fulfill Outcome
<p><b>Knowledge:</b> Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.</p>	<p><b>Paper #1 &amp; #2:</b> Students will be required to not just understand the history of the movement they choose to write about, but to understand the sociological and anthropological underpinnings of the movement’s creation. Furthermore, students will be encouraged to employ interdisciplinary tools in their research not necessarily brought to bear during the class sessions, but inspired by the example of the guest lecturers, and inspired by what the class learns during open discussion. <b>Exams</b> are specifically designed to test students’ knowledge about the historical circumstances surrounding the birth of the social movements discussed, and to compel students to make connections between what may initially seem like movements that have disparate goals.</p>
<p><b>Skills:</b> Acquire and use the tools needed for communication, inquiry, creativity, analysis, and productive work.</p>	<p><b>Paper #1 &amp; #2:</b> The interrelation of the two papers, in which one is intended to build upon the complexity of the next, will allow students to pursue deeper analysis of the micro-goals of the</p>

	<p>particular subset of the social movement they choose to study.</p> <p><b>Discussion</b> Inherent in the discussion portion of the class will be fostering deeper communication between students in the classroom environment, but will also compel students to openly communicate their findings to a class from the position of expertise. At least half of each class will be devoted to discussion, which can range widely, and out of this new and unforeseen connections can be discovered within and between movements.</p>
<p><b>Integration:</b> Work productively within and across disciplines.</p>	<p><b>Paper #1 &amp; #2:</b> While this is a history class, and will be taught from a historical perspective, the papers that students prepare will study an organization or group, and their intersectionality with other groups, and thus will require an analysis which will be broadly social scientific in nature, using tools from psychology, sociology, anthropology, etc.</p> <p><b>Discussion</b> <b>Review Questions</b></p>
<p><b>Values, Ethics, and Relationships:</b> Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.</p>	<p><b>Discussion</b></p>
<p><b>ID Learning Outcomes</b></p>	<p><b>Assignment/Assessment That Fulfills Outcome</b></p>
<p><b>Purposefully connect and integrate across-discipline knowledge and skills to solve problems</b></p>	<p><b>Discussion</b> <b>Review Questions</b> <b>Exams:</b> Exams will ask students to apply what they have learned across disciplines in the class in timed essays.</p>
<p><b>Synthesize and transfer knowledge across disciplinary boundaries</b></p>	<p><b>Paper #1 and Paper #2:</b> The papers, since they are ladderred so that students build upon their knowledge throughout the semester, require students to understand their particular organization as both a historical actor as well as a living entity. Their papers will be expected to demonstrate that they understand the sociological theories behind movement creation and growth.</p> <p><b>Discussion</b> <b>Review Questions</b></p>
<p>Comprehend factors inherent in complex problems</p>	<p><b>Paper #2:</b> In requiring students to understand their organization or group as part of a broader universe of organizations interested in the goals of social change, they will get a sense of the complexity of social movements themselves, and</p>

	<p>of how interactions between different wings of the movements both inspire new ideas, as well as create conflict.</p> <p><b>Discussion</b> <b>Review Questions</b></p>
<p>Apply integrative thinking to problem solving in ethically and socially responsible ways</p>	<p><b>Paper #1 and Paper #2:</b> The experience of following a particular organization throughout the term, and in understanding the challenges such organizations face, should also deepen their awareness of the very real social problems such movements seek to address. It should also help inspire new ideas about how such organizations and movements can increase their reach and effectiveness.</p> <p><b>Discussion</b> <b>Review Questions</b></p>
<p>Recognize varied perspectives</p>	<p><b>Discussion:</b> The group discussions will enable students to become “experts” in a particular field. As part of a team of experts on their discussion day, they will see how other students have approached the same general subject from different perspectives.</p>
<p>Gain comfort with complexity and uncertainty</p>	<p><b>Paper #1 and Paper #2:</b> The laddering of these assignments will deepen students understanding of the complexity inherent in social movement creation and sustenance. They will discover that the complexity of large movements only grows as the intersection of varying perspectives and approaches allows movements to grow in previously unforeseen ways.</p> <p><b>Discussion</b> <b>Review Questions</b></p>
<p>Think critically, communicate effectively, and work collaboratively</p>	<p><b>Discussion</b> <b>Review Questions</b></p>
<p>Become flexible thinkers</p>	<p><b>Discussion:</b> The vital nature of discussion in this class and the role students will play in preparing for and leading this discussion will enable them to field impromptu questions and issues brought up during the discussion sessions</p> <p><b>Review Questions.</b></p>