

# Social Movements Since 1945 (TENTATIVE)

HISTORY 3402: Topics in Modern History 1945-present

Summer 2019

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**Texts:** Suzanne Staggenborg, *Social Movements*. Oxford, 2015.  
Stefan Berger, et al. *The History of Social Movements in Global Perspective*. Palgrave, 2017  
Various primary sources (online)

**Location:** Namm N-416

**Time:** MTWTh 1130-240

**Office Hours:** Wednesday, 1015-1115, or by appointment

“History, as nearly no one seems to know, is not merely something to be read. And it does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do. It could scarcely be otherwise, since it is to history that we owe our frames of reference, our identities, and our aspirations.”

*James Baldwin*<sup>1</sup>

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<sup>1</sup> James Baldwin. *The White Problem in America*. Chicago: Johnson, 1966.

## **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**

**A = 93-100**

**A- = 90-92.9**

**B+ = 87-89.9**

**B = 83-86.9**

**B- = 80-82.9**

**C+ = 77-79.9**

**D = 60-69.9**

**F = 59.9 and below**

## **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.*

## Evaluation and Grading:

### 1. Evaluation:

Two scheduled exams (midterm and final):	10%, 10%
Two Papers:	20%, 30%
Discussion Assignments:	10%
Student Discussion Prep (5% x 2):	10%
Participation:	10%

- Papers:** Students will be responsible for completing two papers during the semester. The first and second paper will be related. 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. 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.
- Exams:** There will be two exams during the semester: a mid-term and a final. Exams will have a short answer and essay component.
- 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 class start time. All readings will also be posted in the Blackboard shell. All assignments must be submitted using Blackboard.
- Discussion Assignments:** During some sessions there will be a short reading and written assignment regarding the session's subject to be prepared prior to class. These will help to stimulate class discussion on the topic, and will be collected at the end of class.
- Discussion Prep Days:** Twice during the semester, each student will be expected to become an expert in a particular aspect of the broader social movement discussed that session (i.e. for the environmental movement session, a student may be the discussion expert on the parts of the movement more or less concerned with global warming, wilderness preservation, clean water, etc.). Students will get to select and rank which movements they are interested in at the beginning of the term, and will be assigned to movements by the instructor in an attempt to satisfy everyone's particular interests. These students will then play a vital role in the discussion surrounding the movement

during the day devoted to the subject. Student experts will be expected to submit a short report demonstrating what they have learned in preparation for the class.

7. **Participation:** Please be on time to class, as late arrival is a discourtesy to instructor and classmates alike and disrupts the flow of the class. Excessive unexcused absences (more than two) will seriously hamper your ability to do well in the class, and may also seriously reduce your participation grade. Your participation grade is not based solely on how often you ask questions or 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 during our class time together. Regular attendance is a vital and necessary part of student engagement.
8. Please take care of your personal needs before class begins and remain in the class for the full period. Turn off all cellular phones, beepers, pagers, CB radios, and/or walkie-talkies before you enter the classroom.

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.</p> <p><b>Discussion Prep &amp; Assignments</b> are crafted to allow students to develop individual expertise in a subject of their choosing, and to bring to bear the interdisciplinary analytical tools employed during the course. Students will be required to not just understand the history of the movement they are assigned to discuss, but to understand the sociological and anthropological underpinnings of the movement's creation.</p> <p><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 particular subset of the social movement they choose to study.</p> <p><b>Discussion Prep &amp; Assignments</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</p>

	range widely, and out of this new and unforeseen connections can be discovered within and between movements.
<b>Integration:</b> Work productively within and across disciplines.	<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 Prep &amp; Assignments:</b> These will focus largely on understanding the history of the movement so that current challenges faced by the movement will be addressed. Students will be expected to become broadly familiar with the motivations of those who engage, today, in furtherance of the movement's goals.</p>
<b>Values, Ethics, and Relationships:</b> Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.	<p><b>Discussion Prep &amp; Assignments:</b> These will focus largely on understanding the history of the movement so that current challenges faced by the movement will be addressed. Students will be expected to become broadly familiar with the motivations of those who engage, today, in furtherance of the movement's goals. The values and ethics of these movements will inform the entire class' understanding of the moral underpinnings of social action, even if the not everyone in the class agrees with the goals of the movement.</p>

<b>ID Learning Outcomes</b>	<b>Assignment/Assessment That Fulfills Outcome</b>
<b>Purposefully connect and integrate across-discipline knowledge and skills to solve problems</b>	<b>Discussion Prep and Discussion Assignment:</b> Students will be expected to understand their assigned social movement not just as a historical entity, but as a

	<p>sociological and anthropological phenomena, and they will be expected to communicate this to the rest of the class.</p> <p><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 laddered 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>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 of how interactions between different wings of the movements both inspire new ideas, as well as create conflict.</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>Recognize varied perspectives</p>	<p><b>Discussion Prep and Discussion Assignment:</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</p>



	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.
Think critically, communicate effectively, and work collaboratively	<b>Discussion Prep and Discussion Assignment:</b> The discussion preparation will require students to work collaboratively and communicate their findings to the broader class.
Become flexible thinkers	<b>Discussion Prep and Discussion Assignment:</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.

TENTATIVE COURSE SCHEDULE & READINGS

Date	Topic	Secondary Readings (tentative)	Primary Sources (in development)	
Session 1: June 3	Introduction; <b>What is a Social Movement?</b>	TBA	TBA	
Session 2: June 4	<b>The Sociology of Social Movements</b>	Staggenborg, "Issues in the Study of Social Movements and Collective Action." Berger, et al, "Toward a Global History of Social Movements"	TBA	Guest Lecturer
Session 3: June 5	<b>The Anti-Nuclear and Peace Movements of the 1950s and</b>	Berger, et al. "Peace Movements"	<a href="#">"The Russell-Einstein Manifesto"</a> , et al	

	<b>1960s</b>			
Session 4: June 6	<b>The U.S. Civil Rights Movement</b>	Staggenborg, “The Protest Cycle of the 1960s”; others	MLK, “Letter from Birmingham Jail”, et al	
Session 5: June 10  <b>PAPER # 1 DUE</b>	<b>Decolonization Movements in Africa and Asia; Anti-Apartheid Movement</b>	Berger, et al, “Social Movements in Africa”	TBA	
Session 6: June 11	<b>The Scientific Roots of the Modern Environmental Movement</b>	TBA	TBA	Guest lecturer: <b>Professor Olufemi Sodeinde, Biology</b>
Session 7: June 12	<b>The Global Environmental Movement</b>	Berger, et al. “Myths, Big Myths, and Global Environmentalism.”	<i>Silent Spring</i> , excerpts; Edward Abbey	
Session 8: June 13	<b>Fundamentalist Religious Movements I: Christianity and Judaism</b>	Berger, et al. “From Cultural Wars to the Crisis of Humanity: Moral Movements in the Modern Age”	TBA	
Session 9: June 17	<b>Fundamentalist Religious Movements II: Islam and Hinduism</b>	Berger, et al “Popular Movements in the Middle East and North Africa”	<a href="#">Ayatollah Khomeini speech, The Uprising of Khurdad 15, 1979;</a> et al	
Session 10: June 18	<b>Women’s Rights and LGBTQ Movements</b>	Staggenborg, “The Women’s Movement” and “The LGBT Movement”; others	<a href="#">“The Gay Liberation Front Platform Statement,” 1970;</a> et al	Guest lecturer: <b>Marta Pitts, Anthropology</b>

Session 11: June 19	<b>Indigenous Justice Movements</b>	Berger, et al “Social Movements in Latin America”; others	<i>I, Rigoberta Menchu</i> , excerpts	
Session 12: June 20	<b>Pro-Democracy Movements, 1980-present</b>	Berger, et al, “The ‘Arab Spring’ in Global Perspective”; others	<b>TBA</b>	
Session 13: June 24  <b>PAPER #2 DUE</b>	<b>Anti-Globalization Movements</b>	Berger, et al. “The Global Justice Movement”; Staggenborg, “Global Movements for Social Justice”	TBA	
Session 14: June 25	<b>Authoritarianism &amp; the Alt-Right</b>	Staggenborg, “American Right Wing Movements”; Berger, et al, “Post-Fascist Right-Wing Movements”	TBA	
Session 15: June 26	<b>#MeToo, Black Lives Matter; Social Movements of the Future</b>	TBA	TBA	