Steinhardt School of Culture, Education, and Human Development
Spring 2016
Mondays and Wednesdays, 12:30 – 1:45 p.m.

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Office Hours: By appointment

Through the lenses of power, resistance, and identity, this course provides an introduction to American social movements from the 1950s to the present. Drawing from history, sociology, and politics, it examines a range of social movements, including: civil rights and Black Power, feminist movements, gay and lesbian liberation and LGBTQ movements, and Black Lives Matter. The course also examines the question of how social activism on both the political Left and Right has changed since the mid-20th century.

By the end of the course, students will be able to:

• Understand, analyze, and compare a range of social movements of the past 60+ years and use lessons from these movements to raise questions about current politics
• Identify and understand intra-movement debates about political goals and tactics
• Critically read and respond to a wide range of sociological, historical, and political literature

GRADED REQUIREMENTS

• Class Participation: 15% of grade
• 4 Reading Memos: 40% of grade (due at the beginning of class – by 12:30 p.m. – on February 24th, March 28th, April 18th, and May 2nd)
• Midterm Exam: 20% of grade (Wednesday, March 9th in class)
• Final Exam: 25% of grade (Monday, May 9th in class)

COURSE REQUIREMENTS & POLICIES

1. Class attendance and participation: Class attendance is required for this course. If you must miss or arrive late to a class for any reason, please let me know in advance. I expect that everyone will come to class prepared and will participate actively in class discussion. I also expect that this participation will be based on an informed familiarity and thoughtful engagement with the assigned reading.
2. **Office hours**: I am available by appointment. I also am regularly accessible by e-mail and by phone. I will make every effort to respond as promptly as possible to all e-mails.

3. **Reading Memos**: Students have four 3-4 page (double-spaced) reading memos due at the beginning of class, by 12:30 p.m., on the following dates: February 24th, March 28th, April 18th, and May 2nd. The purpose of these assignments is to give students the opportunity to critically engage with the readings and to learn to build and support an argument using texts. No outside reading is required. Assignments are listed in the course outline below.

4. **Midterm and Final Exams**: Students will have a midterm essay exam on Wednesday, March 9th in class. This exam will cover the material in the first half of the course. Students will be given four essay questions from which to study. Two of these questions will make up the exam. Students will have a final essay exam on Monday, May 9th in class. This exam will cover the material since the midterm. For the final, students will be given four essay questions from which to study. Two of these questions will make up the exam. We will set aside some class time to review for these exams.

5. **Proofreading, etc.**: All assignments should be thoroughly spellchecked and proofread before they are submitted to me. Please allow time to do this before assignments are due. I reserve the right to lower grades on assignments that are turned in with excessive spelling, formatting, and other proofreading errors.

6. **Deadlines**: All course deadlines are firm. *I will not grant extensions*, except in the case of absolute emergency. For each day that an assignment is late, its grade will be lowered by one-third of a grade (e.g., an A- becomes a B+ if an assignment is one day late). *Assignments are also considered late if they do not meet the time deadline* (e.g., assignments due at 12:30 p.m. are due promptly by 12:30 p.m.).

7. **Grading Rubric**:  

A: Outstanding  
Students who earn an *A for class participation* are consistently present and prepared for class, synthesize course materials, contribute insightfully and analytically, listen well to others, and generally move the discussion forward and are actively engaged each class.  
*For written work*, an “A” applies to outstanding student writing. A grade of “A” indicates not simply a command of material and excellent presentation (spelling, grammar, organization, writing style, etc.), but also sustained intellectual engagement with the material. This engagement takes such forms as shedding original light on the material, investigating patterns and connections, posing questions, and raising issues.  
An “A” paper is excellent in nearly all respects:  
- It is well argued and well organized, with a clear thesis  
- It is well developed with content that is specific, interesting, appropriate and convincing
• It has logical transitions that contribute to a fluent style of writing
• It has few, if any, mechanical, grammatical, spelling, or diction errors
• It demonstrates command of a mature, unpretentious diction

B: Good
Students who earn a *B for class participation* generally contribute consistently and thoughtfully and listen well to other but may be less consistent in their participation and/or their presence in class and may be less likely to move discussion forward with their contributions. *On written assignments*, a “B” is given to work of high quality that reflects a command of the material and a strong presentation but lacks sustained intellectual engagement with the material.
A “B” paper shares most characteristics of an “A” paper, but
• It may have some minor weaknesses in its argumentation
• It may have some minor lapses in organization and development
• It may contain some sentence structures that are awkward or ineffective
• It may have minor mechanical, grammatical, or diction problems
• It may be less distinguished in its use of language

C: Adequate
Students who earn a *C for class participation* do not contribute regularly and may be absent from class regularly and/or their contributions to class discussion are often tangential and unclear and they do not listen well to others. *Written work* receiving a “C” is of fair overall quality but exhibits a lack of intellectual engagement as well as either deficiencies in the student’s command of the material or problems with presentation.
A “C” paper is generally competent; it is the average performance. Compared to a “B” paper, it may have a weaker thesis and less effective development.
• It may have serious shortcomings in its argumentation
• It may contain some lapses in organization
• It may have poor or awkward transitions
• It may have less varied sentence structures that tend toward monotony
• It may have more mechanical, grammatical, and diction problems

D: Unsatisfactory
Students who earn a *D for class participation* have spotty attendance, come to class unprepared, and make comments that are off-topic. *On written work*, the grade of “D” indicates significant problems with the student’s work, such as a shallow understanding of the material or poor writing.
• It presents no clear thesis
• It displays major organizational problems
• It lacks adequate support for its thesis
• It includes irrelevant details
• It includes confusing transitions or lacks transitions altogether
• It fails to fulfill the assignment
• It contains ungrammatical or poorly constructed sentences and/or demonstrates problems with spelling, punctuation, diction or syntax, which impedes understanding
F: Failed
Students who earn an F for class participation also have spotty attendance, come to class unprepared, fail to participate, demonstrate lack of engagement, and might create a hostile environment in the classroom. On written work, an “F” is given when a student fails to demonstrate an adequate understanding of the material, fails to address the exact topic of a question or assignment, fails to follow the directions in an assignment, or fails to hand in an assignment.

NOTE: Pluses (e.g., B+) indicate that the paper is especially strong on some, but not all, of the criteria for that letter grade. Minuses (e.g., C-) indicate that the paper is missing some, but not all, of the criteria for that letter grade.

** This rubric is adapted from those developed by Prof. Fabienne Doucet and Prof. Helen Nissenbaum, NYU Steinhardt.

8. Academic Integrity: All students are responsible for understanding and complying with the NYU Steinhardt Statement on Academic Integrity. A copy is available at: http://steinhardt.nyu.edu/policies/academic_integrity.

9. Students with Disabilities: Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation. Please see: http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html.
REQUIRED READINGS

All readings listed on the syllabus are required readings (to be read by the day on which they are listed on the syllabus). There are 8 required books for this course. The other readings, as marked in the syllabus, will be made available as PDFs on NYU Classes (under the “Resources” tab) or will be available online (as listed). All books also are available on reserve at Bobst Library. These books are:


COURSE OUTLINE

Monday, January 25: Introduction

Read together in class:


Part 1: The Study of History, the Study of Power, Resistance, and Identity

Wednesday, January 27: Why Study History?


Monday, February 1: Why Study History (Continued)?


Part 2: The African American Freedom Movement of the 1950s and ‘60s

Wednesday, February 3: *Brown v. Board of Education* and the Start of the Civil Rights Movement


Monday, February 8: The Civil Rights Movement and School Desegregation Struggles

*Watch in class:* “Eyes on the Prize” Volume 1: “Fighting Back (1957 – 1962)”
Wednesday, February 10: Rosa Parks Reconsidered


Monday, February 15: NO CLASS. PRESIDENTS’ DAY

Wednesday, February 17: Rosa Parks Reconsidered (Continued)


Monday, February 22: Civil Rights and the Turn to Black Nationalist Movements


*Watch in class:* “The Black Power Mixtape”

READING MEMO #1 DUE: How do African American integrationists and nationalists seem to differ politically? How are they similar? Please consider some of the following: political and social goals, political tactics, views of America and American institutions, and definitions of equality. Please use very specific examples to substantiate your argument.
Part 3: Second Wave Feminism and Beyond

Monday, February 29: From Civil Rights to Second Wave Feminism


Wednesday, March 2: From Civil Rights to Second Wave Feminism (Continued)


Monday, March 7: Midterm Prep: From Civil Rights, to Black Power, to Feminism

Wednesday, March 9: MIDTERM EXAM

Monday, March 14: NO CLASS. SPRING BREAK

Wednesday, March 16: NO CLASS. SPRING BREAK

Monday, March 21: The Start of Second Wave Feminism


Wednesday, March 23: Critiques of Second Wave Feminism


Monday, March 28: New Feminisms


READING MEMO #2 DUE: From the readings we’ve done on feminist movements, how have the meanings and politics of gender changed since Friedan’s time (if at all)? What is your opinion of these changes? Please use very specific examples to substantiate your argument.

**Part 4: LGBTQ Movements: From Pre-Stonewall 1960s to Marriage and Beyond**

Wednesday, March 30: 1960s Mobilizations


*Watch in class:* “Screaming Queens: The Riot at Compton’s Cafeteria”

Monday, April 4: Same-Sex Marriage Politics, History, and Law


*Guest speaker:* Dave Fleischer. Leadership LAB, Los Angeles LGBT Center

Wednesday, April 6: The LGBTQ Civil Rights Movement Beyond Marriage Equality


Monday, April 11: Transgender History and Politics

Wednesday, April 13: Pop Culture and LGBTQ Social Change

GLAAD. Where We Are on TV: 2015-2016. PDF on NYU Classes.


Guest speaker: TBA

Monday, April 18: The LGBTQ Sports Movement

Readings: TBA

Guest speaker: Chris Mosier. Athlete, TRANS*ATHLETE, and GO! Athletes.

READING MEMO #3 DUE: What does the relatively quick success of the marriage movement teach us about how social change happens these days? And, in your opinion, now that marriage equality has – at least according to the law – been achieved, where will/should the LGBTQ movement go from here? Please use very specific examples to substantiate your argument.

Part 5: The Black Lives Matter Movement

Wednesday, April 20: History and Context of the Black Lives Matter Movement


*Read and watch embedded video clip:* Hilary Hanson and Simon McCormack. “Fox News Suggest Black Lives Matter Is A ‘Murder’ Movement, ‘Hate Group.’” *Huffington Post.* September 1, 2015. [http://www.huffingtonpost.com/entry/black-lives-matter-fox-news-hate-group_55e5c102e4b0b7a9633a3b12](http://www.huffingtonpost.com/entry/black-lives-matter-fox-news-hate-group_55e5c102e4b0b7a9633a3b12)


**Monday, April 25: Black Lives, White Privilege**


**Wednesday, April 27: Black Lives Matter, New York City**

*Guest speaker:* Allen Kwabena Frimpong. Black Lives Matter NYC

**Monday, May 2: Black Lives Matter, Queer Politics, and 2016 Electoral Politics**


**READING MEMO #4 DUE**: How, in your view, is Black Lives Matter a modern social movement? In what ways do you see this movement drawing on examples from history and in what ways do you see it taking a different path? You might consider the role of social media as an organizing tool and the place of intersectionality/intersectional politics in the movement as two examples to discuss. Please use very specific examples to substantiate your argument.

**Wednesday, May 4: Final Exam Review and Course Wrap-Up on Moving Forward from History**

**Monday, May 9: FINAL EXAM**