

**E20.0020/E52.0202: American Social Movements, 1950 – Present:
Power, Resistance, Identity**

Steinhardt School of Culture, Education, and Human Development
Spring 2010

Tuesdays and Thursdays, 11:00 a.m. – 12:15 p.m.

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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, second and third wave feminisms, gay and lesbian liberation and LGBT movements, and Right-wing mobilization. The course also examines the question of how social activism on both the political Left and Right has changed over the past fifty years.

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

- Understand, analyze, and compare a range of social movements of the past fifty 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 on February 16, March 9, April 1, and April 20)
- Midterm Exam: 20% of grade (Thursday, March 11 in class)
- Final Exam: 25% of grade (Thursday, April 29 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 have regularly scheduled office hours and 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 on the following dates: February 16, March 9, April 1, and April 20. 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. Assignments are listed in the course outline below.
4. *Midterm and Final Exams*: Students will have a midterm essay exam on Thursday, March 11. 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 Thursday, April 29 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.
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 11 a.m. are due *promptly* by 11 a.m.).
7. *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.
8. *Special Accommodations*: Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 719 Broadway, 2nd floor; (212) 998-4980 (telephone and TTY); www.nyu.edu/csd.

REQUIRED READINGS

All readings listed on the syllabus are required readings. There are 7 required books for this course. The books and coursepack are available at the Main Bookstore on campus. The coursepack is a selection of readings, and readings found in this coursepack are marked "(CP)" below. All books and the coursepack also are available on reserve at Bobst Library. These books are:

Howard Zinn. *You Can't Be Neutral on a Moving Train: A Personal History of Our Times*. Boston: Beacon Press, 1994.

Sara Evans. *Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left*. New York: Vintage, 1980.

Rebecca Walker. *To Be Real: Telling the Truth and Changing the Face of Feminism*. New York: Anchor Books, 1995.

George Chauncey. *Why Marriage: The History Shaping Today's Debate over Gay Equality*. New York: Basic Books, 2004.

Bruce J. Schulman and Julian E. Zelizer (Eds.). *Rightward Bound: Making America Conservative in the 1970s*. Cambridge: Harvard University Press, 2008.

Dagmar Herzog. *Sex in Crisis: The New Sexual Revolution and the Future of American Politics*. New York: Basic Books, 2008.

Shawn A. Ginwright. *Black Youth Rising: Activism and Radical Healing in Urban America*. New York: Teachers College Press, 2009.

COURSE OUTLINE

Tuesday, January 19: Introduction

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

Thursday, January 21: Why Study History?

Howard Zinn. *You Can't Be Neutral on a Moving Train: A Personal History of Our Times*. Boston: Beacon Press, 1994. Introduction and chapters 1-6 (pages 1-84).

Tuesday, January 26: Why Study History (Continued)?

Howard Zinn. *You Can't Be Neutral on a Moving Train: A Personal History of Our Times*. Boston: Beacon Press, 1994. Chapters 11-15 (pages 141-208).

Part 2: The African American Freedom Movement and Racial Justice Struggles of the 1950s, 1960s, and 1970s

Thursday, January 28: *Brown v. Board of Education* and the Start of the Civil Rights Movement

Richard Kluger. "Chapter 26. Simple Justice." Pages 700-747 in *Simple Justice*. New York: Vintage Books, 1977. (CP)

Text of the *Brown v. Board of Education* Supreme Court decision of 1954.

<http://www.nationalcenter.org/brown.html>

Tuesday, February 2: The Civil Rights Movement and School Desegregation Struggles

Watch "Eyes on the Prize" Volume 1: "Fighting Back (1957-1962)" in class

Thursday, February 4: Civil Rights, Black Power, and Black Nationalist Movements

Martin Luther King, Jr. "The Ethical Demands for Integration." Pages 117-125 in James M. Washington (ed). *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.* New York: Harper San Francisco, 1986. (CP)

Stokely Carmichael and Charles V. Hamilton. "Chapter II. Black Power: Its Need and Substance." Pages 34-56 in *Black Power: The Politics of Liberation*. New York: Vintage Books, 1967. (CP)

Tuesday, February 9: Black Power, Electoral Activism, and Community Control

Lisa M. Stulberg. "Chapter 3. Community Control and Post-Brown Politics of Race and Nation." Pages 32-52 in *Race, Schools, and Hope: African Americans and School Choice after Brown*. New York: Teachers College Press, 2008. (CP)

Watch "Eyes on the Prize" Volume 5: "Power! (1966-1968)" in class

Thursday, February 11: Integrationism and Nationalism in Latino and Native American Racial Justice Struggles

Carlos Muñoz. *Youth, Identity, Power: The Chicano Movement*. London: Verso, 1989. Introduction and Chapter 2 (pages 1-18, 47-73). (CP)

Watch "Incident at Oglala: The Leonard Peltier Story" in class

Tuesday, February 16: Integrationism and Nationalism in Latino and Native American Racial Justice Struggles (Continued)

Discussion of Thursday's reading and film

READING MEMO #1 DUE: How do 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 and Third Wave Feminisms

Thursday, February 18: From Civil Rights to Feminism

Sara Evans. *Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left*. New York: Vintage, 1980. Chapters 1-2 (pages 3-59).

Tuesday, February 23: From Civil Rights to Feminism (Continued)

Sara Evans. *Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left*. New York: Vintage, 1980. Chapters 3, 4, 7, 8 (pages 60-101, 156-211).

Thursday, February 25: The Start of Second Wave Feminism

Betty Friedan. *The Feminine Mystique*. New York: Dell Publishing, 1963. Chapters 1 and 3 (pages 15-32, 69-79). (CP)

Tuesday, March 2: Early Critiques of Second Wave Feminism

Paula Giddings. "The Women's Movement and Black Discontent." Pages 299-324 in *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York: William Morrow, 1984. (CP)

Rita Mae Brown. "Reflections of a Lavender Menace." *Ms. Magazine* (July/August 1995): 40-47. (CP)

Thursday, March 4: Not Your Mother's Feminism: The Third Wave

Rebecca Walker. *To Be Real: Telling the Truth and Changing the Face of Feminism*. New York: Anchor Books, 1995. Selections TBD

Tuesday, March 9: The Third Wave (Continued)

Rebecca Walker. *To Be Real: Telling the Truth and Changing the Face of Feminism*. New York: Anchor Books, 1995. Selections TBD

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

Thursday, March 11: MIDTERM EXAM

Tuesday, March 15. NO CLASS. SPRING BREAK

Thursday, March 17. NO CLASS. SPRING BREAK

Part 4: LGBT Movements: From Stonewall to Marriage and Beyond

Tuesday, March 23: The Gay and Lesbian Liberation Movement: After Stonewall

Benoit Denizet-Lewis. "Coming Out in Middle School." *New York Times Magazine*. September 27, 2009. <http://www.nytimes.com/2009/09/27/magazine/27out-t.html>

Watch "After Stonewall" in class

Thursday, March 25: Sexual Orientation and Institutional Power, an Overview

Steven Seidman. *Beyond the Closet: The Transformation of Gay and Lesbian Life*. New York: Routledge, 2002. Chapters 4 and 5 (pages 123-196). (CP)

Tuesday, March 30: Same-Sex Marriage Politics, History and Debate

George Chauncey. *Why Marriage: The History Shaping Today's Debate over Gay Equality*. New York: Basic Books, 2004. Chapters 3 and 4.

Thursday, April 1: The Shifting Politics of Marriage (Massachusetts, California, Maine, New York, New Jersey, and Beyond)

Benoit Denizet-Lewis. "Young Gay Rites." *New York Times Magazine*. April 27, 2008. <http://www.nytimes.com/2008/04/27/magazine/27young-t.html?ref=magazine>

Additional readings TBD

READING MEMO #3 DUE: Why does marriage matter? (The question is broad by design. Please interpret it in any way you wish using the readings from this unit). Please use very specific examples to substantiate your argument.

Part 5: Right-Wing Mobilization

Tuesday, April 6: The Rise of the Right

Bruce J. Schulman and Julian E. Zelizer (Eds.). *Rightward Bound: Making America Conservative in the 1970s*. Cambridge: Harvard University Press, 2008. Chapters 1, 2, 4, and 5 (pages 13-51, 71-105).

Thursday, April 8: LGBT Equality, Media, and Anti-Gay Mobilization

Guest speaker: David Fleischer, LGBT Mentoring Project.

Tuesday, April 13: The Rise of the Right (Continued)

Bruce J. Schulman and Julian E. Zelizer (Eds.). *Rightward Bound: Making America Conservative in the 1970s*. Cambridge: Harvard University Press, 2008. Chapters 7, 9, and 14 (pages 128-147, 171-192, 265-287).

Thursday, April 15: Sexual Politics and the Right

Dagmar Herzog. *Sex in Crisis: The New Sexual Revolution and the Future of American Politics*. New York: Basic Books, 2008. Chapters TBD

Tuesday, April 20: Sexual Politics and the Right (Continued)

Dagmar Herzog. *Sex in Crisis: The New Sexual Revolution and the Future of American Politics*. New York: Basic Books, 2008. Chapters TBD

READING MEMO #4 DUE: Does the mobilized Right seem to draw primarily on the strategies, language, and tactics of the Left? Or, does it represent a new form of social movement? Please use very specific examples to substantiate your argument.

Part 6: Learning from History, Looking Forward

Thursday, April 22: Activism and Hope Moving Forward from History

Shawn A. Ginwright. *Black Youth Rising: Activism and Radical Healing in Urban America*. New York: Teachers College Press, 2009. Chapters TBD.

Tuesday, April 27: Activism and Hope Moving Forward from History (Continued)

Shawn A. Ginwright. *Black Youth Rising: Activism and Radical Healing in Urban America*. New York: Teachers College Press, 2009. Chapters TBD.

Thursday, April 29: FINAL EXAM