

**School for New Learning
DePaul University
Course Syllabus: HC 372 Social Movements
Winter 2010**

1. General Information

Faculty: Elisabeth J. Lindsay-Ryan
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Location: O'Hare campus
Dates/Time: Wednesdays, January 6th- March 10th 6:30-9:30PM

2. Course Description and Faculty Biographical Sketch

What's in a Movement? How do they happen? How have social movements in the US changed our experiences today? How do these movements impact our workplace? This course examines the similarities and differences in social movements as they relate to race, gender and sexual orientation by analyzing the African American Civil Rights Movement, the Women's Movement, and the LGBT Movement. In addition to focusing on aspects of power and justice the course will address themes that are applicable to a majority of movements and political organizations globally throughout history. These themes include but are not limited to: assimilation, pluralism and separatism, exclusivity versus inclusivity, gradual change versus radical change, and social versus institutional change. By examining movements that focus on three extremely diverse forms of oppression students will be able to develop an understanding of how race, gender, and sexual orientation impact an individual's identity and how that relates to our communities and our workplace. Students will undergo a journey of self-identification, as they understand the personal, the collective and the cultural impact of social movements. Students will demonstrate the competencies through class participation, journal entries and other assignments that will allow them to apply course readings, videos and discussion to their own personal experience.

About the Instructor

Elisabeth Lindsay-Ryan is a diversity professor, trainer and consultant. She completed her Master's of Arts at DePaul University in Human Services and Counseling in 2000, and she earned her Bachelor's of Arts at DePaul University majoring in History with Minors in African American Studies and Education in 1997. She served as the Director of Programs at the Women's Center at Northwestern University from November 2000-September 2008 where her responsibilities included chairing several university wide committees including serving as the Co-Chair for the Lesbian, Gay, Bisexual, and Transgender Support Network. She has been involved as a volunteer, an activist, Board Member, Advisor and Consultant with over 150 organizations addressing a range of issues from rape to cancer awareness. She has led or participated on six extended service trips working on the San Carlos Apache Reservation, homelessness, disabled children, civil rights education, and habitat for humanity. She currently resides in Evanston with her partner Becca, daughter Katie, and her dog Dayton.

3. Competencies

A-3-A: Can interpret experience in relationship to the perspective of a significant thinker or tradition.

H-1-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape communities.

H-3-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape oneself or others.

H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.

FX: Understands how access to civil rights impacts the dominant and subordinate group in areas of legislative equality, employment, healthcare, and physical safety.

4. Learning Experience

Lecture, discussion, films, and small group work, will be used in conjunction to offer a classroom environment that embraces a variety of learning styles and strives to provide information in a way that all students can process.

Required Reading

Readings will be assigned on a weekly basis to provide a foundation of understanding for the development and execution of social movements generally and the experiences of the Civil Rights Movement, Women's Movement and LGBT Movement specifically.

All readings will be available on Blackboard.

There will be a selection of readings that will include but will not be limited to the following texts:

Anderson, Terry H. The Movement and the Sixties: Protest in America from Greensboro to Wounded Knee. Oxford University Press, New York, New York. 1995.

Brownmiller, Susan. In Our Time: Memoir of a Revolution. The Dial Press, New York, New York. 1999.

Collins, Patricia Hill. Race, Class and Gender: An Anthology. 3rd Edition. Wadsworth Publishing Company, Belmont, California. 1998.

Davis, Flora. Moving the Mountain: The Women's Movement in America Since 1960. Second Edition. University of Illinois Press, Urbana, Illinois. 1999.

D'Emilio, John, Turner, William B. & Vaid, Urvashi. Creating Change: Sexuality, Public Policy, and Civil Rights. St. Martin's Press, New York, New York. 2000.

Farley, John E. Majority-Minority Relations. Fourth Edition. Prentice Hall, Englewood Cliffs, New Jersey. 1999.

Freedman, Estelle. No Turning Back: The History of Feminism and the Future of Women. Ballantine Books, New York, New York. 2002.

Gladwell, Malcolm. The Tipping Point: How Little Things Can Make A Big Difference. Back Bay Books, New York, New York. 2002.

Haley, Alex. The Autobiography of Malcolm X. Balatine Books, New York, New York. 1964.

Tobias, Sheila. Faces of Feminism: An Activist's Reflections on the Women's Movement. Westview Press, Boulder, Colorado.1997.

Films

Excerpts from various films will be viewed to illustrate the experience of members of the movement and the politics involved in social change.

- Eyes on the Prize
- Brother Outsider
- If These Walls Could Talk 1
- If These Walls Could Talk 2
- And the Band Played On
- Before Stonewall
- Milk

5. Outcomes

In this course there are some universal intended outcomes. Everyone will engage in learning about the historical and social contexts that caused us to have social movements. This course will examine three specific social movements in an effort to explore how social movements are similar in theory, organization, and response to dominant culture. By examining specific movements the class will also compare and contrast the types of oppressions the organizers experienced and how this formed their movements. Since the course will be examining the African American Civil Rights Movement, the Women's Movement and the Lesbian, Gay, Bisexual and Transgender Movement students in this class will explore their own knowledge and bias with race, gender and sexual orientation. By engaging in individual reflection, small group work, and class discussion we will examine what these movements accomplished and what the current struggles may be.

Depending on one's competency the specialized outcomes are different. Those in A-3-A in the class will spend more time researching how significant thinkers have impacted history/society. Others in H-1-B will be looking at the intersections of race, ethnicity, nationality, age, class, gender, sexual orientation or religion, and how they interact to shape community. Whereas, those in H-3-B will be looking at those same factors and how they interact to shape oneself. The students taking the class for H4 will explore power relations among racial, social, cultural, or economic groups in the US. All students will write a research paper for each competency and explore their competencies in journals. However, they will have an opportunity to have a larger grasp of the bigger picture of societal transformations through class discussions, films, and personal explorations.

6. Evidence to be Submitted

Written Journal

Students will be required to write journal entries expressing your feelings, perspectives, and ideas about the specific topics provided. These journals should be an integration of personal reflection and an opportunity to discuss readings, class discussion, and illustrate their mastery of the material. **Please submit a hard copy of your journal in class on the assigned date. For each week the journals are late the grade will be lowered a full letter grade unless otherwise arranged.**

Attendance and Participation

It is crucial to your success in this class to be present and engaged in classroom discussion. This class is intended to be extremely interactive, a significant portion of your experience and understanding of social movements, identity, and communities will be developed through your interactions with each other. Small group and class discussion will be essential to your integration of the written material and personal experience. **Therefore, students must inform the instructor of any absences. Any student missing more than two classes will be expected to drop the course.**

Social Movement Event

During the quarter you will be required to attend a social movement event outside of class. You will be required to write a response on the experience due **February 17th (Week 7)**. **If you are taking the class for two competencies you will be required to respond to a second set of questions for your additional competency.**

Final Project

Assignments and reading throughout will discuss all competencies offered in this course. Students will be required to complete one integrated paper on a topic related to their competency and the content of the course. The paper will consist of 5-7 pages in length and will contain academic resources and a bibliography. It must have at least three sources and they cannot all be internet sources. **All sources must be cited in the paper.** Topics will be provided for a final paper to meet competency requirements. If you are taking this course to meet two competencies you will be expected to select one competency for your final project and the other competency will be addressed with your social movement event. The social movement event specific assignment paper will be due in class on **February 17th (Week 7)** and the final project will be due during the last class on **March 10th**.

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research

papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly the course. If you are unsure how to cite a source, ask!

7. Criteria for Assessment

Students in this course will be assessed for their comprehension of material, illustration of thought and introspection, and reflection on their own personal perspective. Students will have the opportunity to exhibit their learning through attendance, fulfillment of assignments, engagement in class discussion, and overall active participation in the learning process.

Assessment by Percentage:

Journal: 30 %

Attendance and Participation: 25%

Social Movement Event: 15%

Final Project: 30%

Class Schedule

Week One-1/6

Introduction to Course

Basic Info on Social Movements

Week Two- 1/13

Sociological Perspectives

Social Movement Theory

Conditions for Social Movements

Readings:

John E. Farley, Majority-Minority Relations (pp.70-84, 168-182)

Malcolm Gladwell, The Tipping Point (pp. 171-192)

Assignment: Journal # 1

Week Three- 1/20

African American Civil Rights Movement

Chronology

Prominent Organizations

Prominent Leaders/Thinkers

Readings:

Terry H. Anderson, The Movement and the Sixties: Protest in America from Greensboro to Wounded Knee. (pp. 43-59, 70-74, 77-78, 152-158)

Alex Haley, The Autobiography of Malcolm X (pp. 153-154, 238-242, 266, 271-281, 346-348, 368-370)

Film: Eyes on the Prize

Assignment: Journal # 2, Paper Topic

Week Four- 1/27

Women's Movement
Chronology
Prominent Organizations
Prominent Leaders/Thinkers

Readings:

Flora Davis, Moving the Mountain (pp.87-93)
Estelle Freedman, No Turning Back (pp.84-92)
Susan Brownmiller, In Our Time (pp.11-23)
Sheila Tobias, Faces of Feminism (pp.93-117)

Assignment: Journal # 3

Week Five-2/3
LGBT Movement
Chronology
Prominent Organizations
Prominent Leaders/Thinkers

Readings:

John D'Emilio, Creating Change (pp.81-87, 178-187)
Eric Marcus, Making Gay History (pp. 71-76, 121-123, 187-189, 245-247)

Films: And the Band Played On, Before Stonewall, If These Walls Could Talk 2

Assignment: Journal # 4

Week Six 2/10
NO CLASS

Assignment: Attend a Social Movement Event

Week Seven- 2/17
Terminology
Comparison of Movements
Role of Media
March on Washington

Readings:

Flora, Davis. Moving the Mountain (pp.106-120, 137-154)
John D'Emilio, Creating Change (pp.438-450)
Audre Lorde, Age, Race, Class and Sex (pp. 187-194)

Assignment: Journal #5

Social Movement Event Assignment Due

Week Eight-2/24
Empowerment/Types of Change
Community Pride
Anti-Violence Movements with-in Movements
Legal Equality

Readings:

Terry H. Anderson, The Movement and the Sixties: Protest in America from Greensboro to Wounded Knee. (pp. 82-85)

Estelle Freedman, No Turning Back (pp.277-297)

Sheila Tobias, Faces of Feminism (pp.111-134)

Assignment: Journal # 6

Week Nine- 3/3

Exclusion Vs. Inclusion

Prioritization of Objectives

Health Issues

Readings:

John D’Emilio, Creating Change (pp. 367-381)

Estelle Freedman, No Turning Back (pp.214-220, 234-243)

Film: If These Walls Could Talk 2

Assignment: Journal # 7

Week Ten 3/10

Where do we go from here?

Assignment: FINAL PROJECT DUE

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. To preserve the quality of education offered to students, the University is responsible for maintaining academic integrity and protecting all those who depend on it, including DePaul’s community partners and institutional affiliates. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources-- alteration or falsification of academic records; academic misconduct; and complicity. This policy applies to all courses, programs, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs internships, student teaching and the like. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor’s discretion (cf. Section Q). Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university Conduct that is punishable under the Academic Integrity Policy could result in criminal or civil prosecution.

<http://studentaffairs.depaul.edu/homehandbook.html>

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to “F” grades. Ordinarily no incomplete grade may be completed after the

grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE” In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

According to the policies of DePaul University:

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student’s career at DePaul.