Anthropology 30N02-01 Fall 2019
GRASSROOTS MOVEMENTS AND SOCIAL CHANGE Professor Marc Edelman

Tuesdays and Fridays, 2:10-3:25PM, 705 North Building. Office: 706 North Building

Office hours: AUG. 27- OCT. 18 & NOV. 15-DEC. 13: Tues. & Fri. 10:30am-12:00N, OCT. 22-NOV. 12: 12:30-1:30pm, or by appointment. NO OFFICE HOURS: FRI. SEPT. 13 & FRI. NOV. 22

Tel.: 212 772-5659 E-mail: medelman@hunter.cuny.edu

Course Description: Mass mobilizations — both progressive and regressive — have been significant engines of historical transformation. This course examines social scientific theories about collective action, as well as historical and contemporary social movements, with a specific focus on racial, gender, peace, environmental justice, transnational and local, indigenous peoples, and cultural movements.

Learning outcomes:
- Students will learn to compare and critically assess social scientific theories about collective action;
- Evaluate scholars’ and activists’ claims on the basis of empirical evidence;
- Use primary sources to understand movements’ objectives and strategies;
- Appreciate the diversity of organized efforts for social transformation;
- Understand the role of grassroots politics in historical and political change in the United States and elsewhere.

Course Materials: The following books will be on reserve in the Library and also available for purchase at Hunter College’s online bookstore http://hunter.textbookx.com/institutional/index.php?action=browse#books/2102346/


Other course readings are available through hyperlinks in this syllabus or on the Hunter Library’s electronic reserves (ERES) webpage for this course http://libguides.library.hunter.cuny.edu/er.php?course_id=50162. The password is edelman30

Please note that many of the readings are primary documents and very brief, so a week with many readings may not involve massive amounts of work. Still, you will need to devote several uninterrupted hours each week to keeping up with the reading.

Course requirements: (1) active class participation (20%), (2) weekly one-page reading response papers (20%), (3) take-home final examination (20%), and (4) two short research paper (20% each). Read pages 1-4 of this syllabus by the end of the first week of classes and you will receive a prize.
**Participation** will be evaluated by level of preparation (bringing your questions and ideas to class), engagement in discussions and debates, and generosity to other students. Students should complete all assigned reading on a particular topic **before** the first meeting of the week in which that topic is discussed. **Weekly response papers** will be due at the beginning of the first class of each week. They should be no more than one double-spaced page and must address an issue in the week’s readings that you find especially significant. These papers need not address all readings in a given week. They must be clearly written and you must proofread your work. The **research papers** should be no more than 1,200 words in length, excluding endnotes and bibliography. One paper should analyze a movement with which you sympathize and another a movement with which you don’t sympathize. One of these movements must be contemporary and one must be historical. In other words, your paper topics should fit in two of the four empty cells of this table.

<table>
<thead>
<tr>
<th>Sympathize</th>
<th>Historical</th>
<th>Contemporary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not sympathize</td>
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Essays must be submitted as Word (*.doc or *.docx) files via Blackboard’s “**Safe Assign**” feature. The first is due before class on **Friday, October 18**. The second is due before class on **Friday, December 6**.

Students must have a brief conversation with the instructor before beginning each of their research papers. This is to help refine the topic, if necessary, and to discuss possible methods and sources. You may want to carry out interviews as part of the research.

The papers must be clearly written in a lively journalistic or blog style, without specialized jargon. Students who publish their papers will receive substantial extra credit.

Do not attempt to imitate academic prose, much of which is terrible. I strongly encourage you to consult an excellent, very short guide to writing well, “**Cutting Out Lard**” (“lard” refers to all those excess, “clutter” or “fat” words that don’t do any communicative “work,” that ought to be trimmed, and that students and other novice writers insert in their prose, thinking that this makes it sound more sophisticated or that it’s what professors want). [https://people.umass.edu/curtis/academics/editingtoolbox/cuttinglard.html](https://people.umass.edu/curtis/academics/editingtoolbox/cuttinglard.html)

For those who wish to make a more serious commitment to writing clear and effective prose, these optional books are highly recommended (older editions are fine and less expensive). You don’t need to read all three of the books on prose writing; digging seriously into Bernoff, Lanham OR Zinsser is probably sufficient.


Grading Method and Scale

For the purposes of this course, the following scale of letter grades is used:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Definition</th>
<th>(GPA Index)</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.5 - 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>92.5 - 97.4%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 - 92.4%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87.5 - 89.9%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>82.5 - 87.4%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 - 82.4%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77.5 - 79.9%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>70.0 - 77.4%</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60.0 - 69.9%</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0 - 59.9%</td>
<td></td>
</tr>
</tbody>
</table>

A NOTE ABOUT WEB-BASED LEARNING RESOURCES AND E-MAIL:

In addition to the links to web-based required readings listed on this syllabus, the course makes use of two web-based resources: (1) a Blackboard web site (BB) and (2) a Hunter Library Electronic Reserves (ERES) site.

You may log-in to Blackboard via the CUNY Portal or CUNYFirst.

The E-Reserves (ERES) site is at: http://libguides.library.hunter.cuny.edu/er.php?course_id=50162. The password is edelman30 no space, lower case and no caps. Please use Firefox, not Internet Explorer. Required readings listed on the syllabus (other than the assigned books) are available through ERES or are directly accessible from links in the syllabus.

The syllabus is available on the BB site under “Course Information.” The “Assignments” section contains information about the writing requirement for the course. Essays will be submitted via Blackboard’s “Safe Assign” feature. The “Online Gradebook” will be used to report grades for examinations and assignments.

Blackboard allows the instructor to email individual students or the entire group, but it only uses Hunter email addresses that students receive automatically when enrolling at the College. It is important that you activate your Hunter email address and check it frequently or that you import messages to an account that you check frequently.

PLEASE NOTE THAT THE INSTRUCTOR CANNOT RESOLVE TECHNICAL PROBLEMS WITH ERES OR BB. FOR PROBLEMS WITH ERES, CALL THE LIBRARY AT 212 772-4176 OR 212 772-4160. FOR PROBLEMS WITH BB, CONTACT INSTRUCTIONAL COMPUTING AT 212-650-3624 OR studenthelpdesk@hunter.cuny.edu.
Policy Information

Academic Integrity Statement: Students are expected to practice academic honesty. This means no plagiarism or cheating. You are expected to understand what this means. If you do not understand or are uncertain about what constitutes cheating or plagiarism, you must ask. Penalties for plagiarism or cheating are severe; they can range from an “F” in the course to expulsion from the College. The Hunter Anthropology Department has a zero tolerance policy regarding plagiarism and cheating. The Hunter College Senate requires that the following statement be included on all syllabi:

“Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

ADA Statement: In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter College is committed to ensuring educational access and accommodations for all its registered students. Hunter College’s students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 /or VRS (646) 755-3129.

Hunter College Policy on Sexual Misconduct: In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).

b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrosequin@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link:
http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf

Disclaimer and cautions:
This syllabus may be modified during the semester. Some readings may challenge students’ core beliefs and identities. Some contain graphic and disturbing descriptions of war, political repression, sexual and other violence, torture, cruelty, exploitation, racism, classism, sexism, colonialism, fanaticism, pathological consumerism and greed, environmental catastrophes, and human suffering. It’s fine to disagree with authors of assigned readings, your classmates, or the instructor. Some topics and debates may raise issues that appear to be of a personal nature. While you are encouraged to openly express your views and experiences, you must be respectful of others and adduce evidence to support your positions.

If any of this causes distress, please see the instructor and/or the section on “Resources” at the end of this syllabus, which lists counseling options at Hunter.
COURSE SCHEDULE

Week 1 (Tues. Aug. 27 & Fri. Aug. 30)
Social movements: “primitive,” “old” and “new”


Week 2 (Tues. Sept. 3 & Fri. Sept. 6)
Is there a “free rider” problem?


Week 3 (Tues. Sept. 10 & Fri. Sept. 13)
Some key concepts: framing and repertoires of protest and repression.


Week 4 (Tues. Sept. 17 & Fri. Sept. 20)
The repression-protest paradox


Week 5 (Tues. Sept. 24 & Fri. Sept. 27)
The Black Freedom Struggle, USA (I)


Week 6 (Tues. Oct. 1 NO CLASSES, Fri. Oct. 4)
The Black Freedom Struggle, USA (II)

1. SNCC (Student Nonviolent Coordinating Committee). 1960. “Statement of Purpose.”


   http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SNCC_women.html

   http://americanradioworks.publicradio.org/features/blackspeech/mx.html

   http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SNCC_black_power.html

   https://faculty.atu.edu/cbrucker/amst2003/texts/declaration.pdf

   https://doi.org/10.1080/07393149908429859.


Week 7 (Tues. Oct. 8 NO CLASSES, Fri. Oct. 11)

CINEMATIC INTERLUDE
Week 8 (Tues. Oct. 15 & Fri. Oct. 18) FIRST RESEARCH PAPER DUE ON FRIDAY
Repression and Suppression


1968: New York, Berkeley, Chicago, Paris, Mexico City, Prague, Tokyo and beyond


Week 10 (Tues. Oct. 29 & Fri. Nov. 1)
The U.S. antiwar movement, the student movement and the counterculture

Week 11 (Tues. Nov. 5 & Fri. Nov. 8)
Movements around gender and sexuality


Week 12 (Tues. Nov. 12 & Fri. Nov. 15)
Climate crisis and activism


Week 13 (Tues. Nov. 19 & Fri. Nov. 22)
Indigenous peoples and anti-extractivist movements


Week 14 (Tues. Nov. 26, Fri. Nov. 29 NO CLASSES)
Organizing to win: power structure research and community

Week 15 (Tues. Dec. 3 & Fri. Dec. 6)
Right-wing movements in the United States and beyond


Hunter College has the following resources available for students who are experiencing academic or other difficulties:

Advising Services: East Building, room 1119, tel. 212 772-4882, AdvisingServices@hunter.cuny.edu

Reading/Writing Center: Thomas Hunter Hall, Room 416, tel. 212 772-4212, http://rwc.hunter.cuny.edu/

Counseling Services: East Building, room 1123, tel. 212 772-4931, PersonalCounseling@hunter.cuny.edu

Center for Student Achievement (workshops on test-taking, time management, effective study practices), West Building, room 417 cfsa@hunter.cuny.edu

Office of Accessibility (for students with learning differences or physical disabilities): East Building, room 1124, tel. 212 772-4857, AccessABILITY@hunter.cuny.edu

These offices are staffed by highly trained professionals who are there to help you. If you are in trouble of any kind, it is imperative that you contact the appropriate office and receive assistance.