WST 398
Histories of SUNY and CUNY

Instructor: Rachel Corbman
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Class Time: Tu/Th 10:00-11:20 a.m.
Class Location: Frey Hall 112
Office Hours: Tu/Th 12:00-1:30 p.m. or by appointment
Office Location: Humanities 2048 (main office) or 2059

This course invites Stony Brook students to think critically about the history and future of New York’s public colleges and universities. Using Stony Brook as our focal point, we will trace this history from the mid-twentieth century to the current moment. In particular, this course is interested in the interrelated histories of student activism; the emergence of interdisciplinary fields like black studies, women’s studies, ethnic studies, and Chicano studies; and the shift towards the privatization of public colleges and universities, which is often referred to as the corporatization or neoliberalization of the university. Course readings will include a wide range of archival documents, foundational texts, and exciting new scholarship at the intersection of feminist, queer, critical race, and critical university studies. What was life like for students, faculty, and staff at New York’s public colleges and universities over the past century? What alternative visions have been put forth during this time? And finally, what should be different and how do we change it?

Learning Outcomes

- Introduce the history of New York’s public colleges and universities (1930-present), with particular attention to the interrelated histories of race, ethnicity, gender, sexuality, and dis/ability.
- Develop a vocabulary and critical framework for understanding U.S. colleges and universities in relation to the state and transnationally.
- Analyze connections between various historical contexts and the present moment.
- Gain experience conducting historical research with primary sources.
- Work collaboratively on a historical exhibit.

Required Materials
All course materials (e.g. articles, book chapters, and archival documents) will be made available as PDFs or internet links on Blackboard.
Course Requirements

Attendance and Class Participation (20% of grade)
Active participation and regular attendance is a significant component of your grade for this class. You are expected to complete all assigned readings in advance of our meeting, and come to class prepared to discuss the material. You also must bring a copy of the assigned reading to class to refer to during our discussions. You are allowed three absences over the course of the semester. After three absences, your attendance and participation grade will be automatically lowered one grade level with each additional absence. If you miss more than six classes, you will automatically fail this course!

Blackboard Reading Responses (20% of grade)
Over the course of the semester, you must write five brief critical responses to the week’s readings. The responses should be 250-500 words in length (or 1-2 pages). They are due before 10 a.m. on Thursday, and must engage with both Tuesday’s and Thursday’s reading. Your options are Feb 2, Feb 23, Mar 2, Mar 23, Mar 30, Apr 6, Apr 13, and Apr 20. Put differently, you must write responses to the readings on five out of these eight weeks, so please plan ahead! The responses are not letter graded. You’ll receive full credit for responses that evidence that you’ve completed the reading and are engaged with the class.

Feminist and Queer Histories of Stony Brook Exhibit (30% of grade)
As a class, we will collectively put together a web exhibit on Stony Brook’s feminist and queer histories. The exhibit will be created with Omeka, a free, open source web publishing platform for exhibits. During the third week of the semester, you will be divided into three or four small groups. Each small group will be responsible for an aspect of the exhibit. Although this is a group project, you will be graded individually. On March 9 and April 13, you will complete self-evaluations that detail your individual contributions to your group. The exhibit will go live on April 13. We will discuss this exhibit in more depth over the course of the semester.

Current Event Paper (30% of grade)
Your final paper (6-8 pages) will focus on a current event related to U.S. colleges and universities. You are encouraged to pick one of the contemporary topics addressed in the part II and III of the syllabus (e.g. the sanctuary campus movement, the proposed restructuring of CUNY and SUNY, Title IX/sexual assault, trigger warnings). If you wish to write about a topic that is not well covered on the syllabus, you must email me by April 27 to propose a specific idea for a paper. The goal of the paper is to analyze a contemporary topic in relation to the longer histories covered over the course of the semester. The paper is due by email on May 11, one week after the final class. A more detailed prompt will be provided closer to the due date.
Academic Integrity
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Students With Disabilities
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services at 128 Educational Communications Center. You can reach this office by phone at (631) 632-6747 or via by email at dss@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students requiring emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information, go to the following web site: http://www.ehs.sunysb.edu/fire/disabilities/asp

Critical Incident Management
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

Part I: Histories of SUNY and CUNY, 1930-1980s

Week One: Introductions
Tue, Jan 24 Course Overview
Thu, Jan 26 Browse the CUNY Digital History Archive
Come to class prepared to discuss the organization of the online exhibit, as well as the history of CUNY.

Week Two: The Old Left & Red Baiting
Tue, Jan 31 Robert Cohen, “Cafeteria Commies,” When the Old Left Was Young (1993) 22-41.

Week Three: Post-War Expansion of Higher Ed
Thu, Feb 9  Field Trip to Stony Brook’s Special Collections!

**Week Four: Vietnam on Campus**


Thu, Feb 16  Primary Source Workshop:
Look through *the Statesman* for coverage of the Vietnam War. Bring at least three articles to class to discuss.

**Week Five: SEEK Program & the Fight for Open Admissions**


Thu, Feb 23  The Five Demands

**Week Six: Black and Puerto Rican Studies**


**Week Seven: Women’s Studies**

Tue, Mar 7  Christine Grahl, Elizabeth Kennedy, Lillian Robinson, and Bonnie Zimmerman “Women’s Studies: A Case in Point” (1972), *Feminist Studies*, 109-20

Thu, Mar 9  Primary Source Workshop:
Look through [SBU course bulletins](http://example.com). When were the first courses in women, gender, sexuality, and/or feminism offered? When was a minor in women’s studies introduced? What about a major?

>>>first self-evaluation due!

**Week Eight: LGBTQ Studies**


**Thu, Mar 23**

**Week Nine: Fiscal Crisis**
**Tue, Mar 28**

**Thu, Mar 30**

**Part II: SUNY and CUNY under Neoliberalism**

**Week Ten: The Neoliberal University**
**Tue, Apr 4**

**Thu, Apr 6**

**Week Eleven: Militarization**
**Tue, April 11**

**Thu, April 13**
Zoltán Glück, Manissa McCleave Maharawal, Isabelle Nastasia and Conor Tomás Reed “Organizing Against Empire: Struggles Over the Militarization of CUNY” (2014) *Berkeley Journal of Sociology*.

>>>exhibit and second self-evaluation due!

**Week Twelve: Students in the Neoliberal University**
**Tue, Apr 18**

**Thu, Apr 20**
Jack Halberstam, “You’re Triggering Me!” (2014)
Recommended: Lisa Duggan, “On Trauma and Trigger Warnings, in Three Parts” (2014)

**Part III: Present and Future**

Readings tbd- and topics subject to change
Week Thirteen: Current Events
Tue, Apr 25        DACA and the DREAM Act
Thu, Apr 27       The Sanctuary Campus Movement and other activist responses

Week Fourteen: Unknown Futures
Tue, May 2        The emergence of the alt right
Thu, May 4        Cuomo v. de Blasio and the future of CUNY and SUNY

>>>Thu, May 11, current event paper due!