

THEORY AND POLITICS OF SOCIAL AND PROTEST MOVEMENTS IN THE UNITED STATES

POLS 3050
Fall 2022 (Block 2)

Classroom: Online

Class time: Asynchronous

Office hours: Tues. & Thurs., 2:00 p.m. to 4:30 p.m.,
or by appointment

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“It isn’t the rebels who cause the troubles of the world. It’s the troubles that cause the rebels.”

– Carl Oglesby, Students for a Democratic Society

“Never, ever be afraid to make some noise and get in good trouble, necessary trouble.”

– Rep. John Lewis, Chair of the Student Nonviolent Coordinating Committee (1963-1966)

COURSE OVERVIEW

This course examines the origins, intellectual influences, leadership strategies, tactics, and consequences of various social and protest movements in U.S. history. The beginning of the course provides an overview of social movement theories and philosophical perspectives on protest, civil disobedience, and revolution. This initial theoretical overview will discuss the ideas that underpinned the American revolutionary movement as well as the influence of Mohandas Gandhi on later social and protest movements in the United States. The course then covers specific movements that include: the American revolutionary movement; the woman suffrage movement; the civil rights movement; the counterculture and the Anti-Vietnam War movements; the Reagan Revolution; and other recent protest movements from the past decade. Several of the leaders and participants in these movements advanced ideas, beliefs, and positions that remain controversial. My intent in covering these movements is not to advocate for or advance any cause or political position, but rather to use them as illustrations to help you understand and apply the key theories and factors that explain the successes and/or failures of these movements.

LEARNING OBJECTIVES

This is a general education course in the social sciences (GE:SO).^{*} Consistent with the broad learning objectives of general education courses at ECU, your completion of the class should develop your ability to: (1) apply discipline specific knowledge in the social sciences to explain the key factors that shape social institutions, structures, and processes that shape human behavior and social interaction; (2) explain how cultural and historical contexts influence individual behavior, society, or culture; and (3) apply discipline specific theories and modes of inquiry in the social sciences to analyze social contemporary behavioral or cultural issues. More specifically, by the end of the course, you should be able to identify the conditions that give rise to social and protest movements, analyze how social and protest movements can affect political and social change, and assess the effects that past social and protest movements have had in shaping our society and democracy.

^{*} For additional information about general education learning objectives, please see <http://www.ecu.edu/cs-acad/fsonline/customcf/committee/as/SocialSciencesCreditSyllabusInstructions.docx>.

REQUIRED READINGS AND MATERIALS

Readings: (1) Readings posted on the Canvas course page; (2) *Rules for Radicals: A Pragmatic Primer for Realistic Radicals* by Saul D. Alinsky (Vintage Books, 1971); and (3) *The 60s Experience: Hard Lessons about Modern America* by Edward P. Morgan (Temple University Press, 1991).

COURSE STRUCTURE

POLS 3050 is an 8-week course. This is an online course. Course delivery for POLS 3050 will be entirely online and will be asynchronous. That is, we will not meet as a class on campus at a specific date and time. Instead, I will post my lectures and my lecture notes in a Power Point file on Canvas twice a week on Monday and Wednesday before 2 p.m. Please read through the slides carefully and watch all video material. My intent in including the videos is to heighten your interest in the course material and to help clarify the subject matter. I ask that you review the online class lectures within 24 hours of when I post them.

As an additional part of the course's online instruction, I will post a weekly question on the Canvas discussion board. The questions are designed to generate critical thinking about the material I cover in my lectures. Posting an answer to these questions is voluntary. If you decide to answer a question on the discussion board, I will award extra-credit points to your exams based on the quality of your response. I will post a question on Canvas every Wednesday afternoon. Your responses should be thoughtful and substantiated with material from the lectures, the course readings, or other reputable outside sources. A high-quality response will earn 3 points; a quality response will earn 2 points; and an average response will earn 1 point extra on your upcoming exam. Your post is due no later than the following Wednesday at 11:59 p.m.

Exams will be taken online via Canvas. I will post the first exam on Thursday, October 27 at 9 a.m. You do not need to start the exam at 9 a.m. You may begin the exam any time that is convenient for you on October 27. The exam will include fill-in-the-blank and multiple-choice questions, and an essay question. You may use your readings and notes while taking the exam. However, there is a time restriction of two hours. That is, once you begin the exam, you will be timed out after two hours. If you want the benefit of the full two hours, do not start the exam later than 10 p.m. because the exam will close at 11:59 p.m. This first exam is worth one-third of your overall course grade. Your second exam will follow the same format as the first exam. The date of the second exam is Thursday, November 10. It is worth one-third of your overall grade. Your third and final exam is scheduled for Wednesday, November 30. It is worth the final one-third of your overall course grade.

Please note that I will not accept late submissions of work on your exams and/or discussion board answers. For exams, failure to meet the deadline will result in an automatic 0. I will only grant exceptions for an extension for the following reasons: (1) participation in an authorized activity as an official representative of the university; (2) participation in other activities deemed by the Dean of Students to warrant an excused absence; (3) an extreme personal emergency; (4) the death of an immediate family member; (5) participation in a religious holiday; and/or (6) health reasons such as an incapacitating or contagious illness or unavoidable surgery. If your request for an extension meets any of the criteria mentioned above, I will need you to present me with some form of verification no later than one week after your request.

EVALUATION SUMMARY

Your final grade in the course will be based on your performance on three exams. The weights assigned to your exams are as follows:

- (1) Exam #1 scheduled on October 27 = 1/3 of your overall grade.
- (2) Exam #2 scheduled on November 10 = 1/3 of your overall grade.
- (3) Exam #3 scheduled on November 30 = 1/3 of your overall grade.

Course averages will be converted to letter grades using the scale below:

Course Average	Grade	Course Average	Grade
93 and above =	A	73 to 76 =	C
90 to 92 =	A-	70 to 72 =	C-
87 to 89 =	B+	67 to 69 =	D+
83 to 86 =	B	63 to 66 =	D
80 to 82 =	B-	60 to 62 =	D-
77 to 79 =	C+	Below 60 =	F

ACADEMIC INTEGRITY

East Carolina University is committed to fostering a vibrant community of scholars. Academic integrity is a fundamental component of achieving this goal. All ECU students are expected to complete their academic work honestly. I will not tolerate acts of cheating, plagiarism, falsification, multiple submissions, attempting or assisting with an academic integrity violation. If I become aware of a potential academic integrity violation, I will meet with you following the procedures outlined in the Academic Integrity policy. Should I determine that an academic integrity violation has taken place, I reserve the right to assign a grade penalty up to and including an F for the course. A student knowing of circumstances in which an Academic Integrity Violation (AIV) may have occurred (or is likely to occur) should bring this knowledge to my attention. An AIV is defined as any activity that exhibits dishonesty in the educational process or that compromises the academic honor of the university. Examples include, but are not limited, to the following:

Cheating: Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.

Plagiarism: Copying the language, structure, ideas, and/or thoughts of another and adopting the same as one's own original work.

Falsification/Fabrication: The statement of any untruth, either spoken or written, regarding any circumstances related to academic work. This includes any untrue statements made with regard to a suspected Academic Integrity Violation.

Multiple Submission: The submission of substantial portions of the same academic work for credit more than once without authorization from the faculty member who receives the later submission.

Violation Assistance: Knowingly helping or attempting to help someone else in an act that constitutes an Academic Integrity Violation.

Violation Attempts: Attempting any act that, if completed, would constitute an Academic Integrity Violation as defined herein.

APPOINTMENTS

My office hours are listed on the first page of this syllabus. If you cannot meet with me during my office hours, please contact me by telephone or e-mail to schedule an appointment.

E-MAIL

E-mail is a valuable tool for me to communicate announcements and information to the entire class. Please check your ECU e-mail regularly. E-mail is also a good way for you to contact me. Please feel free to use e-mail to set up one-on-one meetings with me if my office hours conflict with your schedule. If you have specific questions about the course material, I am happy to answer them through e-mail; however, I encourage you to set up a one-on-one meeting with me if you are having general difficulty with your understanding of the course material. I am also happy to answer any specific questions concerning academic or career advising through e-mail, but again I would encourage you to set up a one-on-one meeting with me if you need more general academic or career advice. Please do not use e-mail to request information already listed in the syllabus, such as an exam date or the weight assigned to a specific exam.

DISABILITY SERVICES

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must be registered with the Department for Disability Support Services located in Slay 138. For additional information, please review ECU's policy on accommodation requests at <https://accessibility.ecu.edu/students/dss-guidelines/#AccommodationRequests> or call 252-737-1016. Additional DSS student resources can be found at <https://accessibility.ecu.edu/students>.

COURSE OUTLINE

Week 1. Overview of Social Movement Causes and Tactics

- Wednesday, October 12. Overview of Social Movements
Required Readings: Canvas, "Interest Groups and Social Movements" (Strolovitch and Forrest) / "Of the Dissolution of Government" (Locke) / "On the Duty of Civil Disobedience" (Thoreau)

Week 2. Protest in Early America and the Declaration of Independence

- Monday, October 17. Seeds of Revolution in Colonial America and the Sons of Liberty
- Wednesday, October 19. Justifications for Revolution in the Declaration of Independence
Readings: Canvas, "American Resistance" (Wood) / "Revolution" (Wood)

Week 3. The Woman Suffrage Movement

- Monday, October 24. Early Leadership and Organization of the Woman Suffrage Movement
- Wednesday, October 26. The Militancy of Alice Paul and the 19th Amendment

Week 3. The Woman Suffrage Movement (cont.)

- Thursday, October 27. **Exam #1**

Readings: Canvas, “The Seneca Falls Convention” (Wheeler) / “Carrie Chapman Catt, Strategist” (Fowler) / “Armageddon in Tennessee” (Sims)

Week 4. The Civil Rights Movement: Ending Segregation

- Monday, October 31. The Theory and Logic of Nonviolent Civil Disobedience
- Wednesday, November 2. The Freedom Riders, SCLC, and SNCC

Readings: *The 60s Experience*, Chapter 2, pp. 35-62 (Morgan) and Canvas, “On the Duty of Civil Disobedience” (Thoreau) / “The Power of Nonviolence” (King) / “Nonviolence Spreads in the South, 1957-61” (Colaiaco)

Week 5. The Civil Rights Movement: Voting Rights and Black Power

- Monday, November 7. The Push for Voting Rights
- Wednesday, November 9. Malcolm X, Stokely Carmichael, and the Black Panther Party
- Thursday, November 10. **Exam #2**

Readings: *The 60s Experience*, Chapter 2, pp. 62-85 (Morgan) and Canvas, “Selma and the Voting Rights Act: Crisis and Denouement” (Garrow) / “Black Nationalism Revisited” (Sales) / The Black Panthers’ “Ten Point Platform”

Week 6. The Anti-War Movement and the Counterculture Movement

- Monday, November 14. SDS and Protests Against the War in Vietnam
- Wednesday, November 16. The Yippies and the Counterculture

Readings: *The 60s Experience*, Chapters 3-5 (Morgan) / Canvas, “The Port Huron Statement” / “A Yippie Manifesto” (Rubin) and “The Digger Papers”

Weeks 7 and 8. The Conservative Movement

- Monday, November 21. The Reagan Revolution
- Monday, November 28. The Tea Party
- Wednesday, November 30. **Exam #3**

Readings: Canvas, “The Ideology of the Reagan Revolution” (Kymlicka and Matthews) / “The Reagan Counterrevolution” (Polenberg) / “The Conscience of a Conservative” (Goldwater) / “Prologue: Boiling Mad” (Zernike) / “Get Off Our Backs, Damn It!” (Zernike)