

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

POLS 3050
Spring 2009

Classroom: Brewster C-101
Class time: Wed., 2–5 p.m.
Office hours: Tues. 2–4 p.m., Wed. 10 a.m.–12 p.m.,
Thurs. 2–4 p.m.

Instructor: Dr. Peter L. Francia
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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

COURSE DESCRIPTION

This course focuses on the historical origins, movement strategies, and political consequences of various social and protest movements that occurred in the United States. The events covered in the course include: the American Revolution; the woman suffrage movement; the civil rights movement; the Anti-Vietnam War and the counter-culture movements; the feminist movement; the Reagan Revolution and the Religious Right movements; and the American labor and anti-globalization movements. Throughout the course, I encourage you to think critically about the legacy of each of these various social and protest movements, and the effects that these movements have had in shaping the current political landscape. Some additional issues and questions to consider include: Did these movements fulfill their goals and objectives? Are there current injustices that persist that will give rise to future social and protest movements similar to those in the past?

REQUIRED READINGS

There are two required books: Saul D. Alinsky’s *Rules for Radicals: A Pragmatic Primer for Realistic Radicals* (Vintage Books, 1971) and Edward P. Morgan’s *The 60s Experience: Hard Lessons about Modern America* (Temple University Press, 1991). There is also a course packet with readings for each of the various social and protest movements covered in the course, as well as additional articles available on the Internet (see the course outline for the webpage addresses). For more optional reading, see Isaac Kramnick’s and Theodore Lowi’s *American Political Thought* (W.W. Norton, 2009).

EVALUATION

Your final grade in the course will be based on your exam performances and class participation. There is also an *optional* 10-12 page research paper that you may consider completing as part of your final grade. If you choose to write the paper (option #1), the criteria for your final grade will be:

- (1) A mid-term exam on March 4, 2009. The exam is worth 20% of your grade.
- (2) A 10-12 page research paper due on April 1, 2009. The paper is worth 30% of your grade.
- (3) A final exam on May 6, 2009. The exam is worth 30% of your grade.
- (4) Class attendance and participation is worth the remaining 20% of your grade.

If you choose *not* to write the paper (option #2), the criteria will be:

- (1) A mid-term exam on March 4, 2009. The exam is worth 35% of your grade.
- (2) A final exam on May 6, 2009. The exam is worth 45% of your grade.
- (3) Class attendance and participation is worth the remaining 20% of your grade.

CLASS ATTENDANCE AND PARTICIPATION POLICY

All students must attend class. I will circulate an attendance sign-in sheet at the beginning of each lecture. It is your responsibility to make sure that you sign the attendance sheet if you are present in class. If you arrive excessively late to class or if you leave class early, you will receive only partial credit for attendance. Your class attendance grade will be based on the percentage of classes that you attend (e.g., a student who attends every class will earn a 100; a student who attends half of the classes will earn a 50, etc.). I expect all students to complete the assigned readings before each class and to be ready to participate in each class discussion. Students who are active participants during class discussions will receive a bonus point added to their overall course grade.

EXCUSED ABSENCES

I will excuse absences only for an incapacitating or contagious illness, unavoidable surgery, a death in the immediate family, or if you are a member of an ECU athletic team that requires you to travel and miss class. You must present me with some form of verification if you wish to have your absence excused. Acceptable forms of verification include the following: a doctor's note indicating the severity of your illness or that you required unavoidable surgery; an obituary; or official documentation from the athletic department indicating your travel schedule. You must present me with verification no later than one week after the absence.

EXAM ATTENDANCE

Failure to be present for any of the scheduled exams will result in an automatic "0." On all exam dates, you are required to have an exam booklet and to be present in class at 2:00 p.m. If you cannot attend the exams, you must contact me before I have administered the test. I will grant make-up exams only for extraordinary circumstances. If you miss a test because of an illness, you are still required to contact me before the exam occurs. You must also present a note from your doctor that verifies your illness was serious enough to prevent you from taking the exam. If you have questions about a possible school closing due to severe weather or other reasons, please call the University Emergency Telephone Number at 252-328-0062.

LATE PAPER POLICY

If you choose to submit a paper, it is due at the beginning of class on April 1. Because this assignment is optional, I will not accept any papers after April 1 unless there are circumstances that I deem extraordinary.

ACADEMIC INTEGRITY

I will strictly enforce the university code of academic integrity in this course. According to the East Carolina University Honor Code, violations of academic integrity include the following:

- (1) Cheating. Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
- (2) Plagiarism. Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's own original work. *Please note that failure to recognize and cite the work of others in your research constitutes plagiarism.*
- (3) Falsification. Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.

ACADEMIC INTEGRITY (continued)

(4) Attempts. Attempting any act that if completed would constitute an academic integrity violation as defined herein.

For more information on university rules and procedures concerning academic integrity, please visit the web at <http://www.ecu.edu/cs-acad/fsonline/customcf/facultymanual/part4/44.htm>. If you violate the Honor Code, I will report the matter to the Academic Integrity Board for disciplinary action. The penalties for violating the university code of academic integrity range from failure in the course to expulsion from the university.

CLASSROOM RULES

The classroom is a learning environment. I expect all students to observe some basic rules of courtesy, which include the following: (1) arrive to class on time and do not leave before class is dismissed; (2) turn off cell phones; (3) no eating during class; (4) do not read the newspaper, listen to music through headphones, etc., during class; (5) do not sleep during class; (6) do not carry on private conversations with others in the classroom while someone else is speaking; and (7) please be courteous to your classmates and respectful of your fellow students' views, comments, and questions. Failure to follow these rules will negatively impact your class attendance and participation grade.

DISABILITY SERVICES

East Carolina University complies with the Americans for Disabilities Act (ADA). If you have special needs for a covered disability, please visit the Department for Disability Support Services located in 138 Slay, or call 252-737-1016.

APPOINTMENTS

My office is located in the Brewster Building, Room A-119. My office hours are from 2:00 p.m. to 4:00 p.m. every Tuesday and Thursday, and from 10:00 a.m. to 12:00 p.m. every Wednesday. If you cannot meet with me during office hours, please see me after class or contact me by telephone or e-mail to schedule an appointment. If you need to reach me after 4:00 p.m., please use e-mail.

COURSE OUTLINE

Week 1. Overview of the Course & the Seeds of the American Revolution (Part I)

January 14, 2009

- *Video*: Segments from *Founding Fathers* (Volume I)

Week 2. From Protests to the Declaration of Independence: American Revolution (Part II)

● *Readings for January 21, 2009*: Course packet, "American Resistance" and "Revolution" (Wood); also "Common Sense" at <http://www.ushistory.org/paine/commonsense>, and "The Declaration of Independence" at <http://www.ushistory.org/Declaration/document/index.htm>; for optional reading, see Samuel Adams' "The Rights of the Colonists" and "Thoughts on Government," and Thomas Paine's "The American Crisis, I" (in *American Political Thought*).

- *Video*: Segments from *Founding Fathers* (Volume II)

COURSE OUTLINE (continued)

Week 3. The Woman Suffrage Movement

- *Readings for January 28, 2009*: Course packet, “The Seneca Falls Convention” (Wheeler), “Carrie Chapman Catt, Strategist” (Fowler), and “Armageddon in Tennessee” (Sims); also “The Declaration of Sentiments” at <http://www.nps.gov/archive/wori/declaration.htm>, and a chronology of the National Woman’s Party at <http://memory.loc.gov/ammem/collections/suffrage/nwp/detchron.pdf>; for optional reading, see Susan B. Anthony’s “Speech About Her Indictment” and Jane Addams’ “If Men Were Seeking the Franchise” (in *American Political Thought*).
- *Video*: Segments from *Elizabeth Cady Stanton and Susan B. Anthony: Not for Ourselves Alone*, and segments from *One Woman, One Vote*

Week 4. The Civil Rights Movement: Ending Segregation

- *Readings for February 4, 2009*: Course packet, “Montgomery: The Walking City, 1955-6” / “Nonviolence Spreads in the South, 1957-61” / “The Lessons of Albany, Georgia, 1961-2” / “Birmingham and the March on Washington, 1963” (Colaiacono); also *The 60s Experience*, Chapter 2, pp. 35-62 (Morgan) and “Letter from Birmingham Jail,” at http://www.stanford.edu/group/King/popular_requests/frequentdocs/birmingham.pdf; for optional reading, see Martin Luther King, Jr.’s “The Power of Nonviolence” and the Student Nonviolent Coordinating Committee’s “Statement of Purpose” (in *American Political Thought*).
- *Video*: Segments from *Eyes on the Prize: America’s Civil Rights Years 1954-1965*

Week 5. Black Power: Malcolm X, Stokely Carmichael, and Black Panther Party

- *Readings for February 11, 2009*: Course packet, “From Civil Rights to Black Liberation” / “The Political Thought of Malcolm X in Transition” / “Malcolm X’s Ideological Legacy” (Sales) / “Internal Conflicts in SNCC” (Carson); also *The 60s Experience*, Chapter 2, pp. 75-85 (Morgan), “The Ballot or the Bullet” at <http://www.americanrhetoric.com/speeches/malcolmxballotorbullet.htm> and the Black Panthers’ “Ten Point Platform” at http://www.pbs.org/wgbh/amex/eyesontheprize/sources/ps_panthers.html; for optional reading, see Stokely Carmichael’s “Toward Black Liberation” and Marcus Garvey’s “The True Solution to the Negro Problem” (in *American Political Thought*); for more detailed reading, see *The Black Panther Party Reconsidered* (Jones).
- *Video*: Segments of *Eyes on the Prize: The Time Has Come, 1964-1966; Power? 1967-1968*

Week 6. The Poor People’s Campaign, the Assassinations of Dr. Martin Luther King Jr. and Robert F. Kennedy, and the 1968 Democratic Party Convention

- *Readings for February 18, 2009*: Course packet, “King Takes a Radical Stand” (Colaiacono); also “Class Resurrection: The Poor People’s Campaign of 1968 and Resurrection City” (Chase) at <http://historyofideas.org/journals/EH/EH40/chase40.html> and “1968: Timeline,” at <http://www.stg.brown.edu/projects/1968/reference/timeline.html>; for more detailed reading, see *The Last Campaign: Robert F. Kennedy and 82 Days that Inspired America* (Clarke).
- *Video*: Segments of *Eyes on the Prize: The Promised Land (1967-1968)*, and segments from *Assassination and Chaos (20th Century with Mike Wallace)*

COURSE OUTLINE (continued)

Week 7. SDS, the New Student Left, and the Vietnam War

- *Readings for February 25, 2009*: Course packet, “‘Hell No—We Won’t Go, Ya’ll’: Southern Student Opposition to the Vietnam War” (Wheeler); also *The 60s Experience*, Chapter 3 (Morgan); for optional reading, see C. Wright Mills’ “The Power Elite” and Students for a Democratic Society’s “The Port Huron Statement” (in *American Political Thought*).
- *Video*: Segments from *The Vietnam Dilemma* (20th Century with Mike Wallace) and segments from *The Legacy of Kent State* (20th Century with Mike Wallace)

Week 8 (March 4, 2009). EXAM on material covered from Weeks 1-6

Week 9. Spring Break (March 11, 2009)

Week 10. The Radicalization of the Student Anti-Vietnam War Movement

- *Readings for March 18, 2009*: *The 60s Experience*, Chapter 4 (Morgan); also the Federal Bureau of Investigation’s summary of the activities of the Weather Underground Organization at <http://foia.fbi.gov/foiaindex/weather.htm>; for more detailed reading, see *Bringing the War Home* (Varon)
- *Video*: *The Weather Underground*

Week 11. The Counterculture

- *Readings for March 25, 2009*: Course packet, “From Counterculture to Sixties Culture” (Anderson); also *The 60s Experience*, Chapter 5 (Morgan) and “A Yippie Manifesto,” at <http://www.montgomerycollege.edu/Departments/hpolsrv/yippiemanifesto.html>.
- *Video*: *Summer of Love*

Week 12. The Feminist Movement

- *Readings for April 1, 2009*: Course packet, “The Current Women’s Rights Movement” (McGlen, O’Connor, and Assendelft); also *The 60s Experience*, Chapter 6, pp. 217-231 (Morgan); for optional reading, see Betty Friedan’s “The Feminine Mystique,” the National Organization for Women’s “Bill of Rights,” and the “Redstockings Manifesto” (in *American Political Thought*).
- *Video*: *Ourselves, Our Bodies: The Feminist Movement and the Battle Over Abortion* (20th Century with Mike Wallace)

***** 10-12 PAGE PAPER ASSIGNMENT IS DUE *****

Week 13. Ronald Reagan and the Rise of the Conservative Movement in American Politics

- *Readings for April 8, 2009*: Course packet, “The Ideology of the Reagan Revolution” (Kymlicka and Matthews), “The Goals and Ideals of the Reagan Administration” (Rohrabacher), “Reagan Counterrevolution” (Polenberg), and “Conclusions: An Imprint but Not a Revolution” (Rockman); also Ronald Reagan’s 1981 Inaugural Address at <http://www.reaganfoundation.org/reagan/speeches/first.asp>; for optional reading, see Barry Goldwater’s “The Conscience of a Conservative” and Phyllis Schlafly’s “The Power of Positive Women” (in *American Political Thought*).
- *Video*: *Ronald Reagan and the Rise of the Right* (20th Century with Mike Wallace)

COURSE OUTLINE (continued)

Week 14. The Religious Right

- *Readings for April 15, 2009*: Course packet, “Introduction: The Christian Right in Context” / “Revivals and Revolution: The Christian Right in Twentieth-Century America” (Wilcox and Larson); for optional reading, see Pat Robertson’s “A Portrait of America” (in *American Political Thought*).
- *Video: With God on Our Side: George W. Bush and the Rise of the Religious Right in America*

Week 15. The American Labor Movement, Globalization, and Living Wage Campaigns

- *Readings for April 22, 2009*: Course packet, “Neoliberal Globalization” / “Code of Conduct and Living Wage Campaigns” (Clawson); also *Rules for Radicals* (Alinsky) and various links from the AFL-CIO at <http://www.aflcio.org/aboutus/history/history/links.cfm>; for optional reading, see Eugene Debs’ “Unionism and Socialism,” Samuel Gompers’ “The American Labor Movement,” (in *American Political Thought*).
- *Video: This is What Democracy Looks Like*

May 6, 2009. FINAL EXAM on material covered from Weeks 7-15 (2:00 p.m. to 4:30 p.m., Brewster C-102)

10-12 PAGE PAPER ASSIGNMENT

Choose a social or protest movement that occurred in the United States. Please provide the background and history of the movement and consider the following questions: What were the most significant events in shaping the movement's major success and failures? Who were the major actors in the movement's successes and failures? Did the movement succeed or fail to accomplish its overriding objectives? What effect has the movement had in shaping the current political landscape? Is the movement and its cause still relevant today or has the movement outlived its purpose? Make sure that you support your arguments using your course readings and other outside sources. The best outside sources are academic books and journal articles.

Due April 1, 2009

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Tips for Preparing the Paper:

- The best outside sources are academic books and journal articles (e.g., *American Political Science Review*, *American Journal of Political Science*, *Journal of Politics*, etc.). You may use Internet or web sources for your research, but I strongly encourage you to rely more heavily on academic sources.
- To earn a passing grade, your paper should include a minimum of five different sources. Please note that any papers without citations or a proper bibliography are guilty of plagiarism. These papers will receive an automatic "F" and may be subject to additional disciplinary action.
- All papers should be double-spaced with one inch margins.
- A well-written paper requires a thesis or an argument. You should state your thesis in the beginning or introduction of the paper. Readers should have a good idea of what the entire paper will show by the end of the second page or earlier.
- The introduction should tell the reader what exactly you are going to say in the paper. The introduction also should arouse the interest of the reader.
- The body of the paper should provide evidence that convinces the reader of your central argument. Citations from books, articles, and other sources are necessary to make your argument as convincing as possible.
- The conclusion should summarize your major arguments and consider any implications related to your thesis. It should also tie together your central points in a coherent manner.