

**THEORY AND POLITICS OF  
SOCIAL AND PROTEST MOVEMENTS IN THE UNITED STATES  
POLS 3050, Fall 2019**

Classroom: Austin 306  
Class time: Wed., 2 to 4:30 p.m.  
Office hours: Mon., 10:30 a.m. to 12 p.m., and 1:30  
p.m. to 5 p.m., or by appointment

Instructor: Dr. Peter L. Francia  
Office: Brewster A-101; D-303  
Telephone: 252-328-6126  
E-Mail: franciap@ecu.edu

*“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 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. The course then covers specific movements that include: the American revolutionary movement; 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 Tea Party movement. 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 any particular 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. Please note that I will not share my partisan affiliation to anyone in the class and pledge to present both sides of every political argument as fairly as possible. My larger and ultimate learning objective in this course is to teach each of you *not what to think*, but rather *how to think* about the issues we address in class.

**REQUIRED READINGS**

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

## COURSE STRUCTURE

Classes begin with a lecture on the topic listed in the course outline. Everyone should come to class prepared to ask questions and to contribute to class discussions. Keeping up with the assigned readings and attending class regularly throughout the semester will allow for more informed classroom discussions and for more interesting debates, as well as improve your ability to contribute to and learn from the class interactions. To help generate additional thought and discussion on the subjects covered in the course, I often show political documentaries and films in class. On occasion, I may select documentaries or films that have an “R” rating. Please see me if you have any moral, religious, political, or other objections to viewing documentaries or films with an “R” rating. Finally, please feel free to ask questions during class or to raise any subjects for discussion from the lectures, readings, or videos. A classroom with open discussion creates a learning environment that should challenge and engage you to think critically about the topics presented and the questions raised in this course.

## EVALUATION

Your final grade in the course will be based primarily on two exams. There is also an optional writing assignment (see the final page of the syllabus for details). Class attendance and online participation will factor into the calculation of your final grade as well. The weights assigned to your exams, class attendance, and online participation are as follows:

- (1) Mid-term exam scheduled on October 9 = 35% of your overall grade.
- (2) Final exam scheduled on December 9 = 35% of your overall grade.
- (3) Optional research assignment (see details on page 9) due on November 20. If you opt to write the paper, your midterm exam will count for 25% of your overall grade; your final exam will count for 25% of your final grade; and your paper will count for 20% of your overall grade.
- (4) Class attendance is worth the remaining 20% of your overall grade.
- (5) Online participation is worth 10% of your overall grade (see below for more information).

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

## YOUR ONLINE PARTICIPATION GRADE

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Your online grade will be based on your answers to discussion board questions posted on Packback. There will be one question for you to answer per week (for weeks 2-7 and 9-14). Your post is due no later than Tuesday at 11:59 p.m. Your responses must include supporting materials (i.e., links to articles or videos from reputable

## **YOUR ONLINE PARTICIPATION GRADE (continued)**

sources) to earn credit. I expect your answers to be more than your opinions. A credit-worthy answer justifies your thoughts and supports your claims with material that you cite. In total, there are 12 weeks with assignments throughout the semester. This means that you will be asked to answer a total of 12 discussion board questions. Your online grade will be based on the percentage of those questions that you have successfully answered throughout the semester. For example, if you successfully answered all 12 questions, you would earn an online grade of 100%. Alternatively, if you successfully answered 6 of the 12 questions, you would earn a 50% ( $6/12=.50$ ). Before you start posting, be sure to read the Community Guidelines found in the tutorial on Packback. If your post does not follow the Packback Community Guidelines, it will be removed and you will not receive credit for that post. If you wish to post a question of your own to generate additional discussion, I will award one extra-credit point to your overall online grade (with a maximum of 10 questions or 10 points).

## **INFORMATION ON PACKBACK QUESTIONS**

You should have received a welcome email from [holla@packback.co](mailto:holla@packback.co) prompting you to complete your Packback registration. Packback has already created an account for you with your university email. All you need to do is reset your password. This email may be directed to spam or filtered out, so please make sure you do a thorough scan of your inbox if you cannot find the email. If you search your inbox and still cannot find the welcome email, or if you are new to the course, you may manually register by following the instructions below:

1. Navigate to <https://Packback.co/questions> and click “Register as a new student.” Note: If you already have an account on Packback you can login with your credentials.
2. Make sure to register with your ECU email address and real first name and last name.
3. Enter our class community’s access code into the “Join a new Community” module on your dashboard. Our community access code is: fa06d17b-5233-4e71-af56-a9b3d330a985
4. Follow the instructions on your screen to finish your registration.

If you have any questions or concerns regarding Packback, please contact the customer support team at [holla@packback.co](mailto:holla@packback.co). For a brief introduction to Packback Questions and why we are using it in class, watch this video: [vimeo.com/packback/Welcome-to-Packback-Questions](https://vimeo.com/packback/Welcome-to-Packback-Questions).

## **CLASS ATTENDANCE AND PARTICIPATION**

Class attendance is mandatory. 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.). Students who are active participants during class discussions will receive a bonus point added to their overall course grade.

## EXAM RULES AND PROCEDURES

Failure to be present for any of the scheduled exams will result in an automatic “0.” On all exam dates, please come prepared with an exam book and a pen or pencil. If you cannot attend an exam, you must contact me at least 30 minutes before I have administered the test. I will grant a make-up exam only for circumstances that I deem extraordinary or for circumstances that meet university guidelines. If you miss an exam because of an illness, you are still required to contact me before the exam. You must also present me with proper verification (see below).

## EXCUSED ABSENCES AND VERIFICATION

I will excuse absences, including those on exam dates, for the following reasons: (1) participation in an authorized activity as an official representative of the university (this includes athletic events, university-sponsored performances, or academic conferences); (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 (6) health reasons such as an incapacitating or contagious illness or unavoidable surgery. DO NOT schedule non-emergency doctor’s appointments (such as an annual check-up visit or a dental visit) or any other personal commitments during our class time. Serious students plan their personal schedules around their academic schedules, not the other way around. If your absence meets any of the criteria mentioned above, I will need you to present me with some form of verification no later than two weeks after the absence if you wish to have your absence excused. Some acceptable forms of verification include the following: a note from Student Health Services; a note from a doctor or medical office; an obituary; or official documentation from the athletic department indicating your travel schedule. In the event of severe weather, please call the University Emergency Telephone Number at 252-328-0062 or visit the ECU emergency alert website (<http://www.ecu.edu/alert>) to check on whether the university has canceled classes. If the university has not canceled classes, but you commute to campus from a considerable distance and believe driving conditions may be hazardous, I will consider excusing your absence.

## ACADEMIC INTEGRITY

Academic integrity is a fundamental value of higher education shared by all at East Carolina University. Consistent with this principle, I expect all students to complete their academic work honestly. I will not tolerate any student’s involvement in *cheating, plagiarism, falsifying work, submitting the same assignment for more than one course, or other acts that would be in violation of the university’s academic integrity standards*. If I become aware of or suspect a potential academic integrity violation, I will meet with the student under suspicion following the procedures outlined in the university’s academic integrity policy. Should I determine that an academic integrity violation has occurred, I reserve the right to assign a grade penalty up to and including an “F” for the assignment or the course. If it also comes to my attention that the student involved in such an incident has had a prior academic integrity violation, or if there are other aggravating circumstances, I will refer the case directly to the Office of Student Rights and Responsibilities. Should the Academic Integrity Board determine that the accused student committed an academic integrity violation, the penalties, as outlined in the Student Code of Conduct, may include a grade penalty and up to suspension from the university. For more information, please see: <http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6section2.pdf>.

## **CLASSROOM RULES**

The classroom is a learning environment. I expect all students to observe some basic rules of courtesy and respect, which include the following: (1) arrive to class on time and do not leave before class is dismissed; (2) do not pack up your things early; it is disruptive to others around you; (3) turn off cell phones and keep them put away during class; (4) no laptop use during video screenings; (5) no reading the newspaper or listening to music through headphones during class; (6) no sleeping during class; (7) no carrying on private conversations with others in the classroom while someone else is speaking; and (8) please be courteous to your classmates and respectful of your fellow students' views, comments, and questions. Classroom discussion is meant to allow us to hear a variety of viewpoints, and this can only happen if we respect each other and our differences. Failure to follow these rules will negatively affect your class attendance grade. Repeated or extreme offenses could result in your expulsion from the class.

## **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 at least once a day (weekends excluded). 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 would 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.

## **APPOINTMENTS**

My office is located in the Brewster Building, Room A-101. My office hours are from 10:30 a.m. to 12 p.m. and from 1:30 p.m. to 5 p.m. every Monday. If you cannot meet with me during my office hours, please see me after class or contact me by telephone or e-mail to schedule an appointment. I am also happy to have lunch with anyone who wishes to join me. If you wish to schedule a lunch appointment, please contact me at least one day in advance.

## **DISABILITY SERVICES**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services located in Slay 138 to verify the disability before any accommodations can occur. The telephone number is 252-737-1016.

## COURSE OUTLINE

### Week 1 (August 21, 2019). Overview of Social Movements

- *Readings*: Course packet, “Interest Groups and Social Movements” (Strolovitch and Forrest) / “Of the Dissolution of Government” (Locke) / “On the Duty of Civil Disobedience” (Thoreau) / “The Practice of Nonviolence” (Gandhi) / “Ideologies of Revolution” (Macridis); and Blackboard, “Resource Mobilization and Social Movements: A Partial Theory” (McCarthy and Zald)
- *Video*: Segments from the film, *Gandhi*

### Week 2 (August 28, 2019). The Sons of Liberty and the American Revolution

- *Readings*: Course packet, “American Resistance” (Wood) / “Revolution” (Wood); and Blackboard, “The Intercolonial Sons of Liberty and Organized Resistance, 1765-1766” (Maier) / “The Rights of the Colonists” (S. Adams) / “Common Sense: Thoughts on the Present State of American Affairs” (Paine)
- *Video*: Segments from *Founding Fathers*

### Week 3 (September 4, 2019). The Woman Suffrage Movement

- *Readings*: Course packet, “The Seneca Falls Convention” (Wheeler) / “Carrie Chapman Catt, Strategist” (Fowler) / “Armageddon in Tennessee” (Sims); and Blackboard, “Women’s Suffrage” (Keyssar)
- *Video*: Segments from *Elizabeth Cady Stanton and Susan B. Anthony: Not for Ourselves Alone* and *One Woman, One Vote*

### Week 4 (September 11, 2019). The Civil Rights Movement: Ending Segregation

- *Readings*: Course packet, “Nonviolence Spreads in the South, 1957-61” (Colaiaco) / “The Lessons of Albany, Georgia, 1961-2” (Colaiaco) / “Birmingham and the March on Washington, 1963” (Colaiaco); *The 60s Experience*, Chapter 2, pp. 35-62 (Morgan); and Blackboard, “The Power of Nonviolence” (King)
- *Video*: Segments from *Eyes on the Prize: America’s Civil Rights Years, 1954-1965*

### Week 5 (September 18, 2019). The Civil Rights Movement: The Push for Voting Rights

- *Readings*: Course packet, “The Voting Rights Campaign” (Weisbrot); and *The 60s Experience*, Chapter 2, pp. 62-75 (Morgan)
- *Video*: Segments from *Eyes on the Prize: Mississippi: Is this America? 1962-1964* and *Eyes on the Prize: America’s Civil Rights Years, 1954-1965*

**Week 6 (September 25, 2019). Black Power: Malcolm X, the Evolution of SNCC, and the Black Panther Party**

- *Readings*: Course packet, “Black Nationalism Revisited” (Sales) / “The Political Thought of Malcolm X in Transition” (Sales) / “Malcolm X’s Ideological Legacy” (Sales) / “Internal Conflicts in SNCC” (Carson); *The 60s Experience*, Chapter 2, pp. 75-85 (Morgan); and Blackboard, “The Ballot or the Bullet” (Malcolm X) / the Black Panthers’ “Ten Point Platform”
- *Video*: Segments from *Eyes on the Prize: The Time Has Come, 1964-1966* and *Power? 1967-1968*

**Week 7 (October 2, 2019). The Poor People’s Campaign and the Assassinations of Dr. King and R.F.K.**

- *Readings*: Blackboard, “The Poor People’s Campaign and Memphis, 1967-1968” (Garrow); “‘You Can’t Deny These People the Presidency’: The 1968 Campaign” (Schmitt)
- *Video*: Segments from *Eyes on the Prize: The Promised Land, 1967-1968* and segments from *Assassination and Chaos* (20<sup>th</sup> Century with Mike Wallace)

**Week 8 (October 9, 2019). Exam #1**

**Week 9 (October 16, 2019). SDS and the Anti-War Movement**

- *Readings*: *The 60s Experience*, Chapters 3 and 4 (Morgan); and Blackboard, “The Port Huron Statement”

**Week 9 (October 16, 2019). SDS and the Anti-War Movement (continued)**

- *Video*: Segments from *The Vietnam Dilemma* (20<sup>th</sup> Century with Mike Wallace) and *Rebels With a Cause*
- Selection of a protest movement for the optional research paper is due.

**Week 10 (October 23, 2019). The Counterculture**

- *Readings*: Course packet, “From Counterculture to Sixties Culture” (Anderson); *The 60s Experience*, Chapter 5 (Morgan); and Blackboard: “A Yippie Manifesto” (Rubin) / “The Digger Papers”
- *Video*: Segments from *Steal This Movie* and *Summer of Love*

**Week 11 (October 30, 2019). The Weathermen and the End of the 60s**

- *Readings*: Course packet, “The Importance of Being Militant: The Days of Rage and Their Critics” (Varon)
- *Video*: *The Weather Underground*

**Week 12 (November 6, 2019). The Feminist Movement**

- *Readings*: Blackboard, “Why the ERA Lost” (Davis); and *The 60s Experience*, Chapter 6, pp. 217-231 (Morgan);
- *Video*: Segments from *Ourselves, Our Bodies: The Feminist Movement and the Battle Over Abortion* (20<sup>th</sup> Century with Mike Wallace) and *Makers: Women Who Make America*

**Week 13 (November 13, 2019). The Reagan Revolution and Conservative Counter-Movement**

- *Readings*: Course packet, “The Ideology of the Reagan Revolution” (Kymlicka and Matthews) / “The Goals and Ideals of the Reagan Administration” (Rohrabacher) / “The Reagan Counterrevolution” (Polenberg) / “Conclusions: An Imprint but Not a Revolution” (Rockman); and Blackboard, “The Conscience of a Conservative” (Goldwater)
- *Video*: Segments from *The Right, All Along: The Rise, Fall, and Future of Conservatism* (Fox News Reporting) and *Ronald Reagan and the Rise of the Right* (20<sup>th</sup> Century with Mike Wallace)

**Week 14 (November 20, 2019). The Tea Party Movement**

- *Readings*: Course packet, “Prologue: Boiling Mad” (Zernike) / “Get Off Our Backs, Damn It!” (Zernike)
- *Video*: Segments from *The Right, All Along: The Rise, Fall, and Future of Conservatism* (Fox News Reporting)
- Optional research paper assignment is due.

**Week 15 (November 27, 2019). Thanksgiving****Week 16 (December 9, 2019). Final Exam** (scheduled from 2 p.m. to 4:30 p.m. in Austin 306)



## **OPTIONAL RESEARCH PAPER ASSIGNMENT**

- (1) **TOPIC**: Please prepare a 10-12 page research paper (double-spaced, Times New Roman 12-font, 1-inch margins) on a social or protest movement not covered in this course. Your paper should provide the background and history of the movement, and consider the following questions: What were the most significant events that helped bring about the movement? Who were the major leaders in the movement? What were the tactics, methods, and leadership strategies of the movement? How did these tactics, methods, and strategies affect its overall success (or failure) in accomplishing its overriding objectives? Could the movement have been more successful had it done something differently? What is the legacy of the movement? Please make sure that you support your positions and claims using examples supported by academic sources and historical research. (Remember the rule: “show, don’t tell.”) Formatting of citations and the bibliography should follow the APSA Style Guide (see Blackboard). The paper is due on November 20.
- (2) **OPTION OF FORMING A GROUP**: You have the choice of completing this assignment on your own or with a group of students of your choosing. The group may consist of no more than three students. If you choose to work in a group, all members will share the same final grade. It will be your collective responsibility as a group to coordinate all activities, including your meeting times, division of labor, etc. If you form a group, you also will have to present a short Power Point presentation of your work to the class on November 20. The length of time for the presentation should be roughly 15 minutes. Your presentation should address the questions raised above. Please bring a flash-drive with your Power Point presentation on it to class on November 20.
- (3) **DEADLINES**: As noted above, the paper is due on November 20. There is one other important deadline. By October 16, you will need to notify me of the social or protest movement that you have selected as the topic of your paper. If you decide to work in a group, I will need a list of the names of the students in your group as well. Please e-mail me this information any time before the October 16 deadline. Failure to provide this information by the October 16 deadline will result in a one-letter grade deduction on the assignment with an additional one-letter grade deduction for each week that passes in which you fail to provide this information to me. I will allow changes to your topic and/or group assignments after the October 16 deadline only for extraordinary circumstances. I must approve any such changes before the final assignment is due on November 20.