

American Political Movements (PS 303)
University of Southern Mississippi
Fall 2007

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“You tell me and I forget. You teach me and I remember.
You involve me and I learn.” Benjamin Franklin

I. Introduction

Are you pro-life, or pro-choice? Do you think Americans should have the right to bear arms – including automatic weapons; or do you think there should be some limits on the sale of guns? Did you ever wonder what all those student and others were doing on the streets protesting meetings of the World Trade Organization (most peacefully; some not)? Do you know how hard evangelical Protestants have been working to help elect their kind of candidates to political office?

You probably know Mississippi was a hotbed of civil rights battles in the 60's and 70s; but have you ever had a chance to discover why? Behind the national civil rights campaigns were some local people who risked their lives to achieve basic freedoms. Native Americans fought some contemporary 'battles,' too – occupying the 'rock' (Alcatraz), and shooting it out with the FBI at Wounded Knee. Why? And what about gay rights?

In every one of these cases, people just like yourself joined a political movement to try to get their belief, their 'value,' their point of view in front of politicians to get them to vote a certain way.

Welcome to a course of discovery – and adventure in learning.

By the time you finish you may not know all the details about some of the topics above, but you'll probably have a pretty good idea of how people organized politically to try to advance their point of view and influence public policy.

And you'll probably have come to some conclusions about (1) your own views on major public issues; (2) whether you want to sit on the sidelines or get involved and have your voice heard on these issues. Even if you don't get involved directly, knowing how others have and what they are trying to achieve is going to make you a much better informed citizen.

Regarding the teaching/learning in this class: **it might surprise you.** Your professor will do his share of talking, but much of the class time is open to discussions among students, dialogues with the teacher, and things like debates, roundtables, etc. The goal is higher learning, focusing on broad issues raised by the readings, not just an accumulation of facts – though you have to have an idea of what happened to analyze why it happened. And studies show students learn more through participation.

The course will operate as a discussion seminar with a combination of lectures and ample discussion and debates on the various readings. Your instructor will be your guide but it is up to the students to decide which explanations and theories make the most

sense in understanding the various case studies. Students will have the opportunity to explore in depth movements they are naturally drawn to and those they are not.

Learning outside the classroom. Once you get the hang of how political movements operate – and we will examine social movement theories to help you – you will have the chance to help a political movement of your choice. You may want to choose one whose aims you agree with, or challenge yourself to study one you don't agree with. In either case, you will have the opportunity to interview someone in the movement, study what the movement does, then write a 'strategy' paper on how that movement can advance their goals even further. You send them this paper; they comment on it; you turn it in for a grade. That's your main class paper.

There will be shorter papers that give you the opportunity to show you understand the key, higher issues that emerge from the readings. If the class wants to take a field trip, it may be possible.

American political movements have spanned the political spectrum in terms of views and agendas since the early days of our nation. Unlike political parties, they generally have not sought to win office but to influence those who do. Unlike professional interest groups they usually have a shorter life, are less well funded, and have members motivated by a variety of factors.

Political movements are likely to be “short-lived, low in resources, and driven by a demand for justice [with members who are] passionate” about the political objectives they seek, according to John C. Berg, one of the authors studied in the course. Examples of groups active in political movements in the United States include Christian fundamentalists, environmentalists, feminists, gays and lesbians, students against sweatshops abroad, Native Americans, human rights and civil rights activists, as well as right-wing militia, the Ku Klux Klan and other hate groups.

This course examines such movements – and others - from about the 1960s to the present from both a theoretical and case study approach. We will seek to understand both theoretically and practically why various movements start, why people join them, how they operate, what they accomplish. The emphasis is on linking theory to practice.

The **objectives of the course** are to advance the student's critical thinking, writing and analysis skills, along with a greater knowledge of political movements in the United States and their importance to our society.

The **objectives can be met** through a variety of pedagogical elements in the course, including readings and thematic, analytical papers on them; class discussions; lectures; quizzes; and activities both in class and out of class, all focused on the study of political movements.

You are not expected to know the topic before this course, but you are expected to apply in both discussions and papers, ideas you learn in the course. The key is being analytical and not just descriptive. In other words, focus on why things happen the way they do, not just on what happens in political movements.

Writing style. Students who feel uncertain about the quality of their writing are encouraged (and may be required by the professor) to first pass their papers through the USM writing center for assistance in time to meet class deadlines.

II. Books (all paperback)

Required (On sale at campus bookstore; a copy is also on 3-hour reserve at the library, though owning your own copy is more practical if affordable. If you use the reserve copy, please do not mark in it; these are my personal copies.)

1. Berg, John C. 2003. *Teamsters and Turtles? U.S. Progressive Political Movements in the 21st Century*. Lanham, MD. Rowman & Littlefield. (ISBN 0-7425-0192-2)
2. Smith, Paul Chaat, and Robert Allen Warrior. 1996. *Like a Hurricane: The Indian Movement from Alcatraz to Wounded Knee*. New York: The New York Press.
3. Payne, Charles M. 1995. *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. 1995. Berkeley: University of California Press. (ISBN 0520085-159). Note: this is also an electronic book at the USM library but may be checked out only by one person at a time for several hours.

Books from which portions may be used; these portions will be on electronic reserve at the USM library:

Wilcox, Clyde and Carin Larson. 2006. *Onward Christian Soldiers? The Religious Right in American Politics*. Boulder, CO.: Westview Press. 13:978-0-8133-4333-4 paper)

Button, James W., Barbara A. Rienzo, Kenneth D. Wald. 1997. *Private Lives, Public Conflicts: Battles over Gay Rights in American Communities*. Congressional Quarterly, Washington, D.C. 1-56802-278-6 paper.

Dees, Morris. 1996. *Gathering Storm: America's Militia Threat*. New York: Harper Collins (ISBN 0-06-017403- hbk)

Freeman, Jo, and Victoria Johnson, Eds. *Waves of Protest: Social Movements Since the Sixties*. Lanham, MD.: Rowman & Littlefield. (ISBN 0-8476-8748-1 paper)

Goodwin, Jeff and James M. Jasper, Eds. 2003. *The Social Movements Reader: Cases and Concepts*. Malden, MA.: Blackwell. (ISBN 0-631-22196-4 paper)

Not required but useful references on American or international political movements:

Piven, Frances Fox. 2006. *Challenging Authority: How Ordinary People Change America*. Lanham, MD.: Rowman & Littlefield.

Katsiaficas, Georgy. 2006. [1997]. *The Subversion of Politics: European Autonomous Social Movements and the Decolonization of Everyday Life*. Oakland, CA.: AK Press.

Schneider, Cathy Lisa. 1995. *Shantytown protest in Pinochet's Chile*. Philadelphia: Temple University Press. (ISBN 1-56639-305-1 hbk; 1-56639-306-x paper).

This book is also summarized in: Schneider, Cathy. 1991. "Mobilization at the Grassroots: Shantytowns and Resistance in Authoritarian Chile." *Latin American Perspectives*, Issue 67, Vol. 18, No. 1 Winter 1991, pgs 92-112)

Some additional material will be handed out in class.

III Class policies:

Participation points will be awarded unannounced to those in attendance. 😊
Learn professional skills that can earn you a nice resume item and a possible reference letter from your course work with an outside organization (see below). 😊

Show off your insights. After readings and discussions, you often will have the chance to show off what you have learned through quizzes or brief analysis papers. 😊

These will be graded and are timed to the current topics of the class, so it doesn't make a lot of sense to do it late when we have moved onto another topic. As an incentive to keep up, you get full credit if a written assignment is turned in on time. 😊

If you are late on any assignments, you lose one letter grade; if you are more than one week late, you lose two letter grades from whatever grade you would have gotten, but never more than that. An A paper would be a B if late; C if more than a week late. ☹️

References from the assigned readings (with page numbers) must be included in all papers but not in in-class quizzes .

Students get busy and so do profs at the end of the term, so if you want any credit on any late papers, turn them in before Tues Nov 20.

Formatting assignments: use only 12 pt. font, New Times Roman, double space, normal margins. All assignments must be typed and stapled, with your name, the date due, the submission date, and the name of the assignment.

If you cannot be physically present (excused or not) when an assignment is due and want to receive credit, you may email a copy to press.bob@gmail.com – but only in Microsoft word, not Word, etc. Then print a copy of the email that shows the date sent; attach this to a printed copy of your assignment and turn them in. Email submissions are not graded; only paper versions handed in are graded. ATTACH E-MAIL to PAPER.

Please: cell phones off (not on vibration); no text messaging, laptops, ipods, etc. in class. They are distracting to you, your fellow students, and to your professor.

University policies on attendance, final examinations, grades, honesty, and plagiarism (passing someone else's work or ideas off as your own without proper attribution) apply in this course. Everyone must do their own work with no help from others on all assignments.

“When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion.”

Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.” (USM Bulletin).

Your professor reserves the right to adjust this syllabus to meet class needs.

Disabilities. Any student with any kind of a documented handicap should make this known to the instructor at the start of class for appropriate assistance.

American with Disabilities Act (ADA): If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on

appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Mailing address: 118 College Drive #8586, Hattiesburg, MS 39406-0001; Telephone (601) 266-5024; TTY: (601) 266-6837; Fax: (601) 266-6035

Writing help. Students who feel uncertain about the quality of their writing are encouraged (and may be required by the professor) to first pass their papers through the USM writing center for assistance in time to meet class deadlines.

III Class Opportunities 😊

The class is a combination of lectures (though they are more like directed discussions with plenty of time for questions) and class discussions, including some led by students. There are several elements in the courses:

Lecture/Discussions (chill out, enjoy a non-pressure discussion). I'll introduce topics and try to raise larger issues from the readings ahead. At this point, you are not expected to have done the readings and you don't have to turn in a paper – yet. My job is to try to get you interested in the topic, show its relevancy. Your job is to enter a discussion of that topic, starting from you already know in your own life and asking questions. It's like trying a new food. These are relaxing moments when you may or may not have done the readings; at this point you are not subject to quizzes. But by the next class you are. Let's face it, if you have no assignment related to the readings or no possible quiz on them, you probably won't read them – which doesn't make for the best discussions.

Readings and analysis (brief) papers: after a general introduction and discussion, you come back to class having read the assigned readings. Often you bring with you a short readings analysis paper that (a) briefly pinpoints the main points in a paragraph or so; (b) – and this is the most important part, identifies the themes, larger issues, arguments presented and whether or not you buy those arguments. If you do or don't, say so and defend your answer. **Be sure to cite relevant page numbers from the texts in your papers. For example: (24). Always try to link theory to cases in your papers. Cite relevant theories in bold.**

Quizzes: Yes, we'll have some. On days when you don't do a readings analysis papers, you are subject to a quiz. I already expect you to have done the readings, so the quiz is not just a proof of that. Instead, it's a chance for you to show you understand the larger themes and issues arising from the readings, the main arguments, and whether you agree with them.

Field Project, with Service Learning Options (see VI for details). I call this “**kick out the walls,**” or connecting the classroom with the real world. This is the part you will remember – and to your benefit – long after you've forgotten most readings. It works like this: you get in touch with some outside activity, make some observations (reflection) in class; then give back to the outside organization what you have learned. It helps you: it may help them. That's a service. What do you get out of it? A lot. For one thing, you may end up with a nice **resume item**, since you are actually servicing as an unpaid 'consultant' to some organization. And you learn professional skills that will help you get and keep a good job. It involves short reports and a short legislative proposal paper. There is a non-service Interviews option as well, also good for professional skill building.

Strategy paper – You wrap up what you have learned in class and in your service learning in an 8-page paper (see details below).

Oral presentations/reflections on outside learning. Sharing what you have discovered.

Your bonus: OK, you may be asking, what about the usual Mid term and Final exams, those wonderful exercises that have most of you cramming the night before for temporary recall of facts you will soon forget? Well, we can have them if you insist. But I think you deserve a bonus for doing the various papers and outside work above. So I've eliminated them. 😊

IV Grading

Readings analysis papers	25%
Two field/Service Learning reports	20%
Final Legislative paper (3 pages)	20%
Final Analysis paper (3 pages)	20%
Quizzes	5%
Attendance	10%

V Class Schedule (Any changes in the schedule will be announced in class.)

Section I: Introduction: theory and practice; Native American issues

Thurs Aug 23 Introduction of the course, the syllabus, and the students. (Time permitting, **preview** of Native American issues, part 1.)

Tues Aug 28 Introduction to the “Kick out the Walls,” or Service Learning, portion of the class. Attendance points will be awarded.

Due: 2-page paper (double-spaced, 12 pt. Font, Times New Roman) on **Readings:** Smith & Warrior: chaps 1 & 2 (1-35) [34 p], seizing Alcatraz prison. The paper should include the following: ½ page identifying the main points in the chapters (complete sentences not required in this paragraph); 1 ½ pages analyzing the strengths and weaknesses of the movement’s occupation of Alcatraz (1) how well-organized was the movement; (2) how did they recruit participants; (3) how well did they handle publicity; (4) other relevant points you may think of. The key is not to simply list what they did but your assessment of what they did in terms of an effective movement.

Thurs Aug 30 Theme: Native American issues, part 2: Guest speaker scheduled: Harold (Doc) Comby, a member of the Choctaw Band of Native Americans. He will talk about the American Indian Movement and current political topics in Mississippi. There will be plenty of time for questions and dialogue; he will also take the class out to explain the significance of the Native

American prayer circle just outside LAB. (Attendance points will be awarded)

- Tues Sep 4 **Theme: Protest Tactics & Theories- political/social movements**
Come to class prepared for a possible quiz on the following short readings which are both on electronic reserves on the library web page under two separate headings: “Social Movements Reader” Chap 20 & 21:
Readings: 1. Alinsky in Goodwin & Jasper: Chap. 20 (225-228) [4 p];
 2. Morris in Goodwin & Jasper: Chap 21 (229-233) [5 p]: the readings above (see Aug 30).
Lecture on social movement theories, part 1 (with handouts).
Preview: American Indian Movement
- Thurs Sep 6 **Theme: American Indian Movement: Wounded Knee**
Form teams for Legislative Proposal paper (see VI for details)
Due 2-page readings analysis paper on your assessment of the tactics used by the AIM at Wounded Knee. ½ page in phrases summarizing the key events; 1 ½ page assessment of how effective the tactics were at advancing the AIM goals; why were they effective; or why not?
Readings. Smith & Warrior: end of Chap 9 (190-193) [3 p]; **plus chap**12 (245-268) [23 p.]; and Epilogue (269-279)[10 p]. Chap 11 provides optional background that may help you write this paper.
Preview: social movement theories, part 2 (handouts)
- Tues Sep 11 **Theme: Social Movement Theories, part 2; Service learning update**
***Due:** typed ½ page update on progress on your first service learning report which is due Sept 25: who you have contacted; results to date. Include the name/contact address/email or telephone of the political movement people you choose to observe (option 1) or interview (option 2) for your project, with a brief explanation of why you chose them.
Preview: Political Movements on the left

Section II: U. S. Political Movements on the left

- Thurs Sep 13 **Theme: U.S. political movements (key chapter!)**
Readings. Berg: Chap 1 - Introduction (1-16) [16 p]
Due: 1 pg. readings analysis paper: (1) what is a political movement; (2) what are the theoretical controversies regarding political movements?
Preview: labor unions; politics of aging
- Tues Sep 18 **Theme: declining labor union clout; politics of aging**
 Come to class prepared on **Readings:**
 Berg Chap 3 – Whither the Labor Movement? (53-64) [12 p]; and
 Berg Chap 4 – Politics of the Aging (65-82) [17 p]
Quiz preparation questions: why have American labor movements lost political clout compared to European labor movements? (2) Contrast the

AARP and Gray Panthers in terms of political effectiveness and explain the difference.

Preview: Aids movement and Green movement

- Thurs Sep 20 **Theme:** Aids movement; Green movement
Due: 2 page analysis paper on the readings: ½ page summarizing the key points of both chapters; 1 ½ pages analysis of the effectiveness (or lack of effectiveness) of tactics of the two movements and why.
Readings: Berg Chap 7 - Aids movement (133-159) [26 p]; and Berg Chap 9 – Green movement (187-210) [23 p]
Preview: social movement theories, part 3.
- Tues Sep 25 **Theme: Social movement theories, part 3.**
***Due: first service learning project report** (see VI for details):
 Option 1, Participant Observation: 3 pages;
 Or Option 2, Interviews: two 1-page interview summaries on each of two interviews; plus a 2-page paper linking the two interviews to course issues (total of 4 pages)
Reflection on reports
Preview: theme: student activism
- Thurs Sep 27 **Theme: Students against sweatshops**
Readings: Berg Chap 5 Students against Sweatshops (83-100) [17 p]
Review and Reflection day (attendance points will be awarded)
Preview: political movements on the right

Section III: Political Movements on the Right

- Tues Oct 2 **Theme: Class debate on The Religious Right in American Politics**
Due: 2-3 pg. analysis paper on the readings: ½ page summarizing main points; 1 ½ pages on (a) why religions should or should not be engaged in political movements; (b) and if so, what they should seek. (c) Include in your analysis the rights of non-Christians in America and (d) whether the traditional separation of church and state should continue.
Reading: Wilcox and Larson: *Onward Christian Soldiers? The Religious right in American Politics* (2006): Introduction: The Christian Right in Context (3-25). This will be on **electronic reserve** on the library Reserve pages.
Preview: What impact has the religious right movement had?
- Thurs Oct 4 *Chill out. No readings.*
Theme: further discussions of the religious right; other catch-up or look-ahead issues, including legislative proposal discussions by teams.
Preview: Impact of the religious right on American politics
Due: ½ page update on your legislative proposal paper due Oct. 30.

- Tues Oct 9 *Chill out: You only have to **read** 9 pages (Onward Christian Soldiers? 120-121; plus 182-188, on electronic reserve.*
 If you want to look cool, you'll come prepared to debate the chart on pages 120-121: Is it a progress list or a problem list? You'll also be able to comment on why the Christian Right has been successful in influencing elections and party politics, but not policy or culture (p. 182-)
 ***Due:** ½ page Update on progress on Service Learning Project 2nd report: what else have you observed or who else have you interviewed. Report due Oct. 16.
Preview: militant right wing movements (part I)
- Thurs Oct 11 **Theme: Right wing militia movements (part I)**
[Readings on electron reserve]
 Dees (Death on Ruby Ridge) 9-27 [18 p]
 Dees (The Seditonist) 29-47 [18 p]
 Dees (Waco and Guns) 69-77 [9 p]
Due by class: Come prepared to discuss readings; and bring to class an example of propaganda from the web page of a right wing extremist group.
- Tues Oct 16 ***Due: Service Learning Project Report # 2*** (see VI for details)
 Option 1 (Observation/service) 4 pgs; Option 2 (Interviews) 5 pages
 Discussion/reflection on project

Thurs Oct 18 **Fall Break**

Section IV: Civil Rights Movements

- Tues Oct 23 **Preview/discussion: Civil rights in America; Women's movements**
- Thurs Oct 25 **Theme: Women's Movements**
Guest speaker expected
Due in class: 2 pg. analysis of what you see as the main issues; include brief explanation of the three "waves" of feminist movements in the United States.
Readings: Berg Chap 6 – Women's Movement: three waves (101-132) [33 p]
- Tues Oct 30 no readings
Due: Legislative Proposal paper: Each team turns in a joint 4-page proposal. (See VI for details)
Preview: gay political movements
- Thurs Nov 1 **Theme: Gay political movements**
Readings: Button, Rienzo, Wald: Chap 2: 23-57 [34 p] Electronic Reserve

Study question: what tactics have proved useful to their goals?

- Tues Nov 6 *Chill out*: No readings or paper
Theme: African American civil rights movement (background)
 Lecture/discussion
- Thurs Nov 8 *Chill out*: no paper (but reading ahead will help for Tues paper)
Theme: Mississippi and the civil rights movement (1)
Film
- Tues Nov 13 **Theme: Mississippi and the civil rights movement (2)**
Readings: Payne: chap 3 – a tradition of organizing (67-102) [35 p];
 Payne: chap 4 – outside activists bring new tactics (103-132) [29 p]
Due: Final analysis paper (see VI for details): 3 pages. This is an individual (not joint) assignment.-
Preview: Movement families: why people become activists
- Thurs Nov 15 **Theme: What experiences motivated people to become activists?**
Due: 2 page paper analyzing the issues and tactics of the movement, drawing from chap 3 **and** 7 of Payne.
Readings Payne: chap 7 – motivation of activists (207-235) [28 p]
Preview: Organizing a political movement; women activists.
- Tues Nov 20 **Theme: Mississippi civil rights: organizing; women activists**
Readings: Payne: chap 8 – organizing (236-264) [18 p]
 Payne: chap 9 – women activists (265-283) [18 p]
 Julian Bond: Civil Rights Now and Then [electronic reserves]
- Thurs Nov 22 Thanksgiving Break
- Tues Nov 27 Presentations
- Thurs Nov 29 Presentations
- Tues Dec 4 (Last class)
 Presentations

VI Field Projects with Service Learning Option

(My thanks to Jeffrey Brown, USM Community Service Teaching Assistant for his help as the major architect of this section.)

Political movements exist all around us. Groups of citizens are always urging local government to pass statutes for their cause. Recently, many Hattiesburg citizens joined a successful movement to ban smoking in restaurants.

By observing a political movement, you will develop a much better understanding of why they form, how they work, and the influences they have. You have the

opportunity to observe a political movement or to interview people on the issue of your choice.

A. Study an Issue [choose option one or two].

First, to the extent possible, you will pair with another student in the class who wishes to study the same issue but on an opposing side. One of you will explore what a movement is doing for the issue; the other will study what a movement is doing against the same issue.

Second, choose your method of studying the movement:

Option 1: Participant observation/service

You should **observe at least two events** from that group such as organizational meetings, presentations to the city council, protests, or a fundraiser. But you should also provide a service to the organization: help them with their activities.

You should keep a **journal** of you observations. After each activity, at the site, before you get in the car to come back to campus, or that evening (the sooner the better), write down your observations, impressions, feelings about the activity you participated in or observed.

Then **type** and turn in a total of three pages (double-spaced, 12 pt. Font, Times New Roman: Each report should be 3 pages and blend what you saw/did with what you have learned in class. (a) 1 page describing the activities you witnessed; (b) 2 pages relating your course readings to your observation: how does the organization of your group compare to others you have studied? What elements of your group's tactics do and do not seem to be beneficial? What social movement theories seem to apply?

You must **submit this type of three-page report twice**, with new analysis the second time, including a further assessment of the linkage between the classroom concepts and the out-of-class activities you have observed/participated in:

- September 25 (1 pg what they did, 2 pgs relating to course = 3 pgs total)
- October 16 (1 pg what they did, 2 pgs relating to course = 3 pgs total)

Option 2: Interviews

After choosing your issue, you should conduct **five interviews** (you **cannot** interview USM faculty) in person or by telephone or e-mail. Since these issues are not necessarily limited to one location, feel free to locate people in different areas of the country. You may wish to set up a table in a mall, or on campus with a brief questionnaire/survey you design. Sometimes offering a small candy bar encourages people to stop at your table. Be sure to include interviews from the following.

- **1 Proponent** – Find someone that is NOT active in the political movement, but supports it. Learn why they feel the way they do about the issue. Throughout the interview, try to understand why some people become activists and others do not.
 - Finding someone to interview can be difficult. Think about people from your hometown or here in Hattiesburg that might help.
- **1 Opponent** – Again, find someone NOT active that is against the movement.

- **3 Activists/or professional staff members of an organization**– Interview people who are actively supporting your side of the movement. Discover what they have done in support of the issue and what their future plans are. You may be able to identify these by asking in your survey if they mind you contacting them later (or extending the interview on the spot) for further information on how they support the movement and its goals.

You should keep a **journal** of you interviews. Then after each interview, type one, double-spaced page (typed, 12pt Times New Roman) summarizing and analyzing it. You should also write two pages relating your course readings to your observation. Students will submit a journal two times throughout the semester:

- September 25 (2 one-page interview summaries for each of two interviews; plus 2-page paper linking course readings to your observation. (4 pages minimum total)
- October 16 (3 one-page interview summaries for each of three interviews; plus 2-page paper linking course readings to your observation (5 pages minimum total)

B. Strategy paper: Analysis and Legislative Proposal. Everyone does this; 8 pages; due Oct 30 –

This is a three-part exercise:

Part 1 (four pages): Analysis. Using what you have learned in class, explain how a group you have focused on uses some of the social movement theories you have studied. If they use them, explain which ones and how; if they don't use them, explain which ones they might consider using to help them advance their goals.

Part 2 (four pages): Legislative proposal. As mentioned earlier, each student will pair with another that is supporting the opposite viewpoint. For example, one student could support the pro-life movement and the other supporting pro-choice.

- Students should work together to better develop their own sides
 - Share journals to see what the other has discovered
 - Critique each other's ideas to strengthen arguments

As a final project, each team should work together to write a **4 page, double-spaced summary of legislation** that is the result of bargaining on both sides. Try to contact a state legislator about how a bill is proposed and what it should contain. Ask them about bargaining strategies and how legislators with opposing views develop a compromise, building on common ground. For example:

- If your topic was Voter ID, consider:
 - What types of identification should be appropriate?
 - What happens if someone forgets his or her identification? Florida allows citizens to sign an affidavit swearing to their identity.
 - Should everyone have to show identification? (Many recent proposals suggest that everyone under a certain age would and the age would increase over time)
- Immigration rights

- What rights should immigrants be granted upon entering the United States? Should different rights exist based on whether or not the person is legal/illegal?
- Under what conditions should an illegal immigrant be deported?
- Should immigrants be able to have access to Social Security? What about medical care?
- Can immigrants obtain jobs in the United States?

Part 3. **E-mail your Analysis/legislative proposal** to the organization you have been working with. This is a service; it gives the organization some ideas that may be useful. You must submit a copy of the covering email showing that you sent the proposal to the organization.

Modesty is the key in your email with the attachment. Let them know (or remind them) that you are a student; that this is a class exercise attempting to link theory with practice, and that these are some ideas you came up with.

ASK FOR COMMENTS. Please ask your organizational contact to comment on your ideas. Their comment, especially if it is more than just a brief acknowledgement, will earn you extra credit. But you will not be penalized if you don't get a reply.

Consider these movements as examples for your study:

- Terrorism; Patriotism; Utopianism; Iraq Antiwar; Immigrant rights; Pro-Life/Pro-Choice; Stem-Cell Research; Gay Rights; KKK; Black Panthers; Unions; Women; Disability; Fundamental Christianity; Anti-Gaming; Smokers Rights; Legalization of Marijuana; Privacy Protection; Nuclear Energy; Gun Rights; Gun Control; Death Penalty; Evolution v. Creationism; AIDS; Religion in Politics; Global Warming; Affirmative Action; Aging; Electoral College; Voter ID; Poverty; Alcohol Sales; Euthanasia; The Internet; Indians; Communism.

VII Calendar of Written ASSIGNMENTS

- Tues Aug 28 brief paper (2 pgs.) on readings
- Thurs Sep 6 brief paper (2 pages) on readings
- Tues Sep 11 ½ PG progress report on first Field Project/Service Learning report
- Thurs Sep 13 1 pg. paper on readings
- Thurs Sep 18 possible quiz on readings (quizzes may come unannounced)
- Thurs Sep 20 brief paper (2 pgs.) on readings
- Tues Sep 25 *first field project/service learning report* (for pages see guidelines)
- Tues Oct 2 brief paper (2-3 pages) on readings
- Thurs Oct 4 ½ page update on legislative proposal paper (see guidelines)
- Tues Oct 9 ½ page update on progress on second field project/service learning report
- Thurs Oct 11 bring example of right wing extremist propaganda from web
- Tues Oct 16 *second field project/service learning report* (see guidelines)
- Thurs Oct 25 brief paper (2 pgs) on readings
- Tues Oct 30 *Legislative Proposal section of final paper* (4 pages)
- Tues Nov 13 *Analysis section of final paper* (4 pages)
- Thurs Nov 15 brief paper (2 pgs) on readings

