

Haenfler
Spring
2001

SOCIAL MOVEMENTS IN THE US

SOCIOLOGY 3141

SPRING 2001

ROSS HAENFLER, Peaceful Warrior

M/W/F in Ketchum 235 12-12:50 and Ketchum 234 2-2:50	✉ email: haenfler@colorado.edu
☎ Home phone (before 10:00): 303-402-1308	📍 Office: Ketchum 33
📧 Mailbox: Sociology Department, Ketchum 219	🕒 Office hours: M/W 1:05-1:55 or by appt.

Thanks for deciding to be a part of this class! I'm glad you're here and hope your experience is meaningful.



MY GOALS

1. MOST IMPORTANT - I hope to facilitate a class that enables you to expand your possibilities as a human being. I hope this class opens doors for you; whether you step through or not is your decision, but I would like to help you expand your options.
2. I hope to challenge your ideas about social movements, helping you think sociologically about them.
3. I want to help you sharpen your critical thinking skills.
4. I want to open the door to your personal transformation and empowerment around social issues.
5. Together, I believe we will form a community of students (myself included) in which we feel comfortable discussing questions that are important to us.
6. Finally, I want to help you excel in this course. This course will be challenging, and my goal is to help you meet that challenge.

ASSIGNMENTS & GRADING

I've designed the assignments in an effort to give you multiple opportunities to excel and to keep you actively engaged throughout the course. I do not think exams are appropriate for this course; therefore, **there will be no exams**. Before you jump for joy, let me point out that **there is a great deal of reading and work involved**. The assignments require intense effort and thought. They will give you insights into social movements and social life in general.

Grading is good and bad. It's good because almost all of us need some extra motivation to excel. It's bad because it doesn't always accurately measure your knowledge and because we often emphasize grades so much that they become more important than actually learning. (Also, I don't particularly enjoy grading.) In this class, if you complete the assignments well and attend each class you can probably expect a 'B'. If you attend most classes, understand most of the material, and complete most assignments, you will be in the 'C' range. If you go **above and beyond** the requirements, push yourself, and exceed my expectations, you will likely earn an 'A'. I am very open to discussing your grade with you and helping you achieve your goal. We can create options for you to improve if you feel your grade does not reflect your understanding and effort. **Remember, your grade reflects neither what I think of you nor your potential as a human being.**

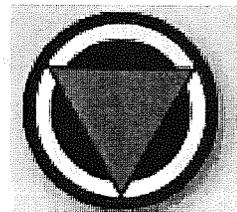
<u>Category</u>	<u>Points</u>	<u>Percent of total</u>	<u>Final grading</u>	
Attendance:	60	6%	A = 930-1000	C = 730-769
Thinkpieces (4):	600	60%	A- = 900-929	C- = 700-729
Final Creative Project:	300	30%	B+ = 870-899	D+ = 670-699
Above & Beyond assignments:	40	4%	B = 830-869	D = 630-669
Total:	1000	100%	B- = 800-829	D- = 600-629
			C+ = 770-799	F = 0-559

Students with disabilities - If you have specific physical, psychiatric, or learning disabilities and require accommodations, please let me know early in the semester so that I may meet your learning needs. You may need to provide documentation of your disability to the Disability Services Office in Willard 322 (phone 303-492-8671).

Attendance policy

Attendance is vital to this class, both for your own learning and for our growth as a community. I believe learning is a communal process; we all help and teach each other. Therefore, attendance is mandatory. Each absence equals a 10 point deduction, or 1 percent of your grade. On the other hand, it's an easy 60 points if you make it to every class!

That said, I realize that we all have struggles and priorities beyond this class. **This policy is not meant to punish you for having to attend a family situation; it's to give you that extra push on those days that you have no excuse but just don't feel like showing up, despite your good intentions.** I want to be clear that family comes first. If you must miss class I appreciate a phone call the night before (if possible) and an e-mail for my records. I will offer a special movie night towards the end of the semester which you can use to make up one absence.



Thinkpieces

Each thinkpiece will challenge you to apply or take action around what you've learned in class. Generally, you will have to use a piece of social movement theory to explain a movement we've discussed and read about, citing examples from the readings. Each one is different, so I'll explain them in class. Thinkpieces are generally 1 ½ to 2 pages, single spaced. The fourth Thinkpiece is an individual meeting with me to discuss your final project.

SAFE ZONE

This space respects all people regardless of gender, race, sexual orientation, age, social class, religion, ethnicity, or ability.

Creative project

This is your opportunity to explore in depth a movement that interests you. Your imagination is the limit. You may work alone, in pairs, or in groups, depending on the project. Ideally, you will choose a social movement organization active in the area, attend several meetings/events, talk to members, analyze the movement in terms of the theories you learned throughout the course, and find a creative way to present your findings to the class. In addition to the creative component, you will write a 3-4 page, single spaced paper analyzing your movement.

Examples of projects include:

Web site: create a movement web site with links to other relevant sites.

Comic Book/Zine: write and illustrate a comic book explaining some aspect of the movement.

Music: write a song designed to inspire movement participation or frame an issue.

Art project: create a work of art around your topic. E.g. a photo project of peaceful warriors.

Resource manual: create a resource manual around your topic. E.g. list animal rights SMO's, information, publications, specific actions individuals can take, how to join the movement, etc.

Film: create a video project interviewing your classmates about their class experiences, nonviolence, their goals, etc.

Volunteer project: volunteer with a social movement. Write about your experiences, relating them to class.

Above and beyond assignments

For those of you hoping for a certain grade, particularly an A, these assignments require a little extra time. Above and beyond assignments require you to write a brief reaction or answer a question about extra readings or movies you watch outside of class. **THESE ASSIGNMENTS ARE NOT EXTRA CREDIT.** Throughout the course, I offer above and beyond (not required) readings (listed throughout the schedule in the syllabus) that you can find on reserve in Norlin Library. Each of these readings is worth 10 points. So if you do four, you've earned your 40 points. If you choose to read an entire book, you can earn all 40 points. I'll also offer two or three movies outside of class, possibly including *Berkeley in the 60s* and various human rights movies such as *School of Assassins*. You can earn 10 points by watching and writing about a movie. However, you can only earn 20 points

by watching movies, though you may certainly attend more than two. **I don't grade these assignments; you earn full points if you turn them in.** You may replace one absence with an above and beyond assignment (worth 10 points!).

Participation - I think participation is too difficult to grade directly. However, I will use it to 'bump you up' if you're on the borderline of a grade. Participation means speaking out in class, taking risks, engaging your classmates, being open to new ideas, sharing your own ideas and enthusiastically engaging the processes I take you through.

Late assignments - generally, my policy is to not accept late work. However, we're all human beings and I realize we all have problems to deal with. So, if you anticipate being unable to finish an assignment on time, let me know as soon as possible. **DO NOT miss class because you don't have an assignment done.** I'd rather have you come to class and turn in the assignment later in the day (so long as it doesn't become a habit).

Extra Credit - An extra credit option is available to students earning a C+ or lower after 10 weeks. The assignment is to read a book related to social movements and write a two page paper or do a creative project related to the book. Examples of appropriate books include: This River of Courage and You Can't Kill the Spirit by Pam McAllister, Pacifism as Pathology by Ward Churchill, a book about Cesar Chavez, and The Rise of a Gay and Lesbian Movement by Barry Adam. You may suggest your own book. Credit depends on the book and the effort you put into the paper/project. We'll negotiate that before you start.

You may also attend a movie to replace one absence (see 'Above and Beyond' assignments). The assignment involves watching and discussing the movie and writing a brief response paper.

SCHEDULE

Spring break: March 26-30. Finals - 12:00 class: Mon, May 7 7:30-10:00 am. Final for 2:00 class: Wed, May 9, 7:30-10:00 am.

WEEK ONE: Mobilizing!!!

January 17: Movement communities

Introductions. Why should we study social movements?

What to read: the syllabus. Write down any questions you have to ask next class.

January 19: Building solidarity

Affinity groups. What is a social movement?

What to read (for next class): Why We Can't Wait (through page 46)

WEEK TWO: Social Movement Emergence

January 22: The Negro Revolution: Defying Racism and Segregation

Strain theory.

What to read: Why We Can't Wait (pages 47-58)



January 24 - Gathering resources, *building* a movement

Resource mobilization theory. Montgomery Bus Boycott.

What to read: Why We Can't Wait (pages 59-109)

Above & Beyond reading: "The Montgomery Bus Boycott" from Parting the Waters: America in the King Years 1954-63 by Taylor Branch (on reserve)

"We who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive. We bring it out in the open, where it can be seen and dealt with... injustice must be exposed, with all the tension its exposure creates, to the light of human conscience... before it can be cured."

Martin Luther King, Jr.

January 26 - Why 1963?

Political opportunity theory. Why was the time ripe for the movement?

What to read: Why We Can't Wait (pages 110-125)

WEEK THREE: Living a Dream of Freedom

January 29 - "The Universe Bends Towards Justice"

Video: *I Have a Dream... The Life of Martin Luther King, Jr.*

What to read: Why We Can't Wait (finish the book)

January 31 - Nonviolence: a tactic, philosophy, and way of life

Origins and basic philosophy of nonviolence.

What to read: The River of No Return pp 1-56

Above & Beyond reading: "We Shall Not Be Moved: The Student Nonviolent Coordinating Committee" or "Pacifism as Pathology"

February 2 - "Freedom's Comin' and it Won't be Long"

Main issues/goals of SNCC. Movement participation.

Free-rider dilemma. Selective incentives

What to read: The River of No Return pp 57-93

WEEK FOUR: Student Nonviolence Coordinating Committee

February 5 - Freedom Rides, Sit Ins, and the Mississippi Freedom Democratic Party

SNCC/civil rights strategies. Movement tactics and strategies.

What to read: The River of No Return pp 94-141

February 7 - let the beat downs begin

Video: *Ain't Scared of Your Jails*

Thinkpiece #1: Due Friday, Feb. 16.

What to read: The River of No Return pp 142-203

February 9 - Support base and organization: problems in SNCC

Discuss *Ain't Scared of Your Jails*. SNCC 's decline.

What to read: The River of No Return pp 204-252

Above & Beyond reading: "Black Power" from Where Do We Go From Here: Chaos or Community? by MLK, Jr.

WEEK FIVE: Shift to Black Power

February 12 - Powerful leadership

What to read: " Huey: Getting the Party Going" and Assata Shakur's statements (both in reading packet)



February 14 - Ideology and framing

Comparing Black Panthers, SCLC/SNCC, and the NAACP.

What to read: "Niggers With Guns in the State Capitol" (reading packet) and *Black Panther* zine (handout)

February 16 - Black Panther Party for Self Defense

The 10 Point Program and Platform. Black Power. Media influence.

Above & Beyond reading: any two chapters from Black Power: The Politics of Liberation in America by Stokely Carmichael & Charles V. Hamilton (particularly 1,2 and 4)

or The Autobiography of Malcolm X

WEEK SIX: The empire strikes back – government response to movements

February 19 - Video: *Nation of Law? or Power!*

What to read: "The Bloody Wake of Alcatraz" (reading packet)

February 21 - Repressing movements

The basics of AIM. The FBI - agents of repression?

What to read: "Prison Writings: My Life is My Sundance" by Leonard Peltier



Above & Beyond reading: Where White Men Fear to Tread by Russell Means, chapters 26, 27, 35, 42.

February 23 - Incident at Oglala

Video: *Incident at Oglala*

Above & Beyond reading: In the Spirit of Crazy Horse any 3 chapters from 2-9

WEEK SEVEN: La Causa

February 26 - Native people's current struggles

Video: *Incident at Oglala*

What to read: "The Birth of La Causa" from Cesar Chavez: A Triumph of Spirit and "Letter From Delano" by Cesar Chavez



February 28 – The Chicano Farm Workers' Movement

Thinkpiece #2: Due Friday March 9.

What to read: "Silence in the Fields" by Barry Yeoman, from Jan/Feb *Mother Jones* 2001

March 2 – El Movimiento

What to read: "Owners" by James Heintz, Nancy Folbre from *The Ultimate Field Guide to the U.S. Economy*. "CEO Gravy Train Keeps on Rolling" by Holly Sklar, June 2000, *Z Magazine*

WEEK EIGHT: The Fair Trade/Global Justice Movement



March 5 – The Wealth Gap

Political parties.

What to read: "A Q&A on the WTO, IMF, World Bank, and Activism" from *Z Magazine* (reading packet)

March 7 – Government repression in Seattle: the World Trade Organization protests of 1999

Guest speaker and video.

What to read: United Students Against Sweatshops website (www.usasnet.org) and National Labor Committee website (www.nlcnet.org)
Above & Beyond reading: "The Campus Revolt: The Berkeley Free Speech Movement" (on reserve)



March 9 – No more sweatshops! The students have their say.

United Students Against Sweatshops. WAAKE-UP!

WEEK NINE: Creating Peace in a World at War

March 12 – School of the Americas Watch.

Movement participation.

Above & Beyond Video: *Berkeley in the 60s* (time and place TBA)

March 14 – Peace movements

Video: *School of Assassins* or *Guns and Greed*

What to read: "Gay and Lesbian Liberation as a Political Movement" (packet)

Above & Beyond reading: "1969" from Stonewall by Martin Duberman

Rage Against the Machine

It has to start somewhere

It has to start sometime

What better place than here

What better time than now

March 16 - Gay and Lesbian Liberation

Main goals/issues of gay and lesbian movement. History of the struggle. Stonewall.

What to read: "Gay and Lesbian Liberation as a Movement of Ideas" (reading packet)

WEEK TEN: Bursting out of the closet

March 19 - "Not that I'm gay, of course,"

Homophobia. Heterosexism. Heterocentrism. Compulsory heterosexuality. Heterosexual privilege.

March 21 - AIDS activism

Guest speaker

Above & Beyond reading: "Gay and Lesbian Movements in the United States: Dilemmas of Identity, Diversity, and Political Strategy" by Steven Epstein; or "Deadline Pressure," "Curtain Call," and "No Cross, No Crown."

Thinkpiece #3: Due Friday April 6.



March 23 - "You get the first bullet the minute you stand at the microphone."

Harvey Milk. Briggs initiative. Anita Bryant's 'Save the Children' campaign. The movement today.

WEEK ELEVEN: Be safe.

March 26 - 30 - **Spring Break**

WEEK TWELVE: Women's movements

April 2 - "You've come a long way, baby!"

Main issues/goals of women's movement. Major SMO's.

What to read: "Never Another Season of Silence: The National Organization for Women" (reading packet)



April 4 - What exactly *is* feminism?

History of women's movements. The National Organization for Women.

Above & Beyond reading: "Women and the Right to Abortion" from Abortion and the Politics of Motherhood by Kristin Luker.

April 6 - Different types of feminism

Thinkpiece #4: sign up for an individual meeting.

Above & Beyond reading: "Emergence of the Right-to-Life Movement" from Abortion and the Politics of Motherhood by Kristin Luker.

WEEK THIRTEEN: We're talking about your mother and your sister

April 9 - Right to life or right to choice?

Abortion conflict.

What to read: "Huggers, Sleepers, and Breastfeeders" and

"Laughing in the Face of It All" (reading packet)



April 11 - Activism can be fun! Creativity and humor in movements.

Humor in social movements. Movement innovation.

Above & Beyond reading: "Social Movement Transformation: The Women's Movement from 1975 to 1982 from Feminism and the Women's Movement by Barbara Ryan

April 13 - The movement today

Successes. What we can do.

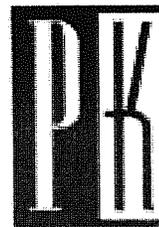
WEEK FOURTEEN: Conservative movements

April 16 - Left vs. Right. Damn liberals and right wingers.

The left and the right as ideological distinctions.

What to read: Promise Keepers article from TIME (reading packet)

Check out CultureWatch website and the Promise Keeper site
www.promisekeepers.org/index.htm



April 18 - Promise Keepers - 'heaven sent' or power crazed

patriarchs?

Branches of faith movements.
Thinkpiece #5: Due Monday, April 27

April 20 – Conservatism gets progressive: the religious peace movement

Guest speaker.

What to read: Chief Seattle's Message and chapters 1-3 from Confessions of an Eco Warrior (reading packet)

WEEK FIFTEEN: Save Fluffy the Seal - the Environmental Movement

April 23 - from The Nature Conservancy to Earth First! Eco movements

Identify issues, different types of movements, main SMO's.

What to read: Chapters 11 & 12 from Confessions of an Eco Warrior (reading packet)

Above & Beyond reading: Selections from Beyond Beef: The Rise and Fall of the Cattle Culture by Jeremy Rifkin



April 25 - 'Extremism' - Eco-warriors or earth zealots?

What is extreme?



What to read: Chapters 13 & 14 from Confessions of an Eco Warrior (reading packet).
Check out www.enviroweb.org/ef/

April 27 - Doing our part

What we can do to in our personal lives to reduce our impact on the natural environment.

Above & Beyond reading: All Ages: Reflections on Straight Edge by Beth Lahickey,
Forward, Introduction, and three chapters

WEEK SIXTEEN: The Changing Face of Movements



April 30 - True Till Death - Straight edge

Guest speakers. Video.

What to read: Selections from The Better World Handbook (on reserve)

May 2 - Living your life as a message.

Social change starts with the self.

May 4 - Last day of class Creating the life we want to live and the world we want to live in

Undertaking risk. Being unpredictable and unstoppable.

May 5-10 FINALS. If you're in the 12-12:50 class, your final is on Monday, May 7 from 7:30-10:00 AM.

If you're in the 2-2:50 class, your final is on Wednesday, May 9 from 7:30-10:00 AM. Both finals are in your regular classroom. We will present work on our final projects. Yes, attendance is required. Schedule your flights accordingly.



You're in good hands.

ADDITIONAL RESOURCES!! CHECK THEM OUT!

Environment

Sierra Club
Greenpeace
Rainforest Action Network

www.sierraclub.org/
www.greenpeace.org
www.ran.org/

Economic Justice

COOP America (this is AWESOME!)
United for a Fair Economy
9 to 5: National Organization of Working Women

www.coopamerica.org/
www.stw.org/
www.feminist.com/9to5.htm

Feminist

National Organization for Women (NOW)
National Abortion Rights Action League (NARAL)
Ms. Foundation for Women

www.now.org/
www.naral.org/
www.ms.foundation.org/

People of Color

National Association for the Advancement of Colored People
Americans United for Affirmative Action
Japanese American Citizens League
National Council on La Raza
Native American Rights Fund

<http://www.naacp.org/>
<http://www.aaaa.org/>
<http://www.jacl.org>
<http://www.nclr.org/>
<http://www.narf.org/>

Campus Groups (check out their offices in the UMC!)

WAAKE UP!

Affirmative Action Coalition
Stop Hate on Campus
Black Student Alliance
Oyate
Asian Pacific American Coalition (APAC)
Association of Thai Students in Boulder
Chinese Student Association
Japanese Student Association
Korean Student Association
South Asian Student Association
United Mexican American Students; Movimiento Estudiantil & Chicana/o de Aztlan

www.Colorado.EDU/StudentGroups/bsa/
www.Colorado.EDU/StudentGroups/Oyate/
<http://uesu.Colorado.EDU/~apac/Home.html>
www.Colorado.EDU/StudentGroups/thaiclub/
www.Colorado.EDU/StudentGroups/CSA/
<http://uesu.Colorado.EDU/~jsa/Home.html>
<http://uesu.Colorado.EDU/~ksan>
www.Colorado.EDU/StudentGroups/SASA/

Peace & Human Rights

Peace Brigades
Amnesty International
Human Rights Watch
War Resister's League
Handgun Control, Inc.
Women's International League of Peace and Freedom

www.ige.apc.org/pbi/
www.amnesty.org/
www.hrw.org/home.html
www.nonviolence.org/wrl/
www.handguncontrol.org/
www.wilpf.org/

Lesbian, Gay, Bisexual, and Transgendered

Human Rights Campaign
Gay and Lesbian Alliance Against Defamation (GLAAD)
National Gay and Lesbian Task Force
AIDS Coalition to Unleash Power (ACT UP)
Parents and Friends of Lesbians and Gays (PFLAG)

www.hrc.org/
www.glaad.org/
www.nglftf.org
www.actupny.org/
www.pflag.org

Animal Rights

People for the Ethical Treatment of Animals (PETA)
Anti Vivisectionist League
Physicians' Committee for Responsible Medicine
Humane Society

www.peta-online.org/
www.aavs.org/
www.perm.org/
www.hsus.org/

More great stuff

20/20 Vision
Project Vote Smart
Adbusters
Working Assets (Very cool)
Ruckus Society

www.2020vision.org/
www.vote-smart.org/
www.adbusters.org/
www.wald.com/
www.ruckus.org