Sociology 59
Social Movements in American Society
University of North Carolina at Chapel Hill
Fall 2007

Professor Kenneth Andrews
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Classroom: Murphey 220
Class Meeting: Tuesday – Thursday 2:00-3:15
Course webpage: blackboard.unc.edu

Course Description and Goals
Through social movements people seek to transform the world around them. Why do people join movements, why do movements emerge so dramatically, how do movements work, and when are movements able to create the broader changes that they seek? Over the semester we will focus on four movements that have led to major social, political, and cultural changes over the past several decades -- the civil rights, women’s, environmental, and conservative movements. We draw on the ideas and research of sociologists, historians, political scientists, and others to provide a deeper understanding of social movements and social change.

The course has several interrelated goals. First, we will learn a great deal about several important social movements that have and continue to shape our lives and the broader society we live in. Second, we will draw on the concepts and theories of social scientists to gain a deeper appreciation for why and how people participate in movements and to the origins, dynamics and impacts of those movements. Third, because social movements pose big questions about the lives we lead and the society we share, we will also reflect on and deepen our own perspectives on the social and political issues addressed by social movements. Fourth, by studying these movements and thinking critically about them, we will develop a “sociological imagination” – understanding how our personal biographies intersect with and are shaped by historical forces. Finally, through the course we will develop skills related to writing analytically, active participation in seminar discussion, and designing and carrying out collaborative research projects.

Office Hours
My office hours are Wednesday from 1:00 to 2:00 and Thursday from 10:00 to 11:00. I encourage you to stop by to talk about any aspect of the course or UNC. If you have a conflict during my regular office hours because of another course, work or other obligation, please let me know and we can arrange another time to meet. You should also use email for questions that don’t require a more extended discussion.
Readings
I have ordered four books for this class through the campus bookstore. You can also order these books online if you prefer. Other readings including articles, selected chapters from other books, and primary documents such as essays by and interviews with movement activists or newspaper articles will be made available on a course webpage (through blackboard) which will require a password for access.

The books are:

Assignments and Evaluation
Participation and attendance (20%) – A seminar can only succeed with regular and active participation from all of the members. This means that you must be in class, but more importantly you must come prepared – having read and reflected upon the reading for our meetings – and you must engage in our ongoing conversations. If participation lags, we may use in class quizzes to facilitate preparation for class meetings that will count toward your participation grade. If you will miss class because of a medical or other emergency, you must let me know in advance or shortly after. Excused absences are based on my judgment call.

Weekly Responses to Reading and Reflection Questions (20%) – You will be required to post written comments and reflections to Blackboard. Each week I will provide a set of reading and reflection questions, and you will write responses to selected question by Monday at 7 pm. Your entries should be concise contributions of a 1-2 pages.

Final Research Paper and Presentation (40%) – You will work in small groups to develop a research project over the course of the semester. These projects will examine some aspect of social movements at UNC, Chapel Hill, or North Carolina. These projects will unfold in several stages including an initial proposal, a research plan, preliminary and final drafts. Your final paper will include original research. We will spend class time and I will meet with you outside of class to help develop your project.

Final Essay (20%) – You will write a final essay that consolidates and reflects on your learning from the semester that will be due during exam period.

Grading Scale: A=100-94; A-=93-91; B+=90-88; B=87-84; B-=83-81; C+=80-78; C=77-74; C-=73--71; D+=70-68; D=67--61; F=60 and below.
Honor Code
Your participation in this course is covered by the UNC Honor Code (http://honor.unc.edu/honor/code.html). If you have any questions regarding plagiarism or other forms of academic dishonesty please see me, and I will be happy to clarify.

Course Schedule

August 21  Introduction

Civil Rights Struggle: Origins, Participants, and Legacy
We have all seen the classic images of the civil rights movement and learned about some of the key events and leaders. In this section of the course we will take a different perspective – studying the movement from the ground up to understand how movements emerge, how participates in them and why, and what are the lasting consequences of movements. We begin with the 1960 sit-ins that marked an important transition with the use of confrontational tactics – occupying lunch counters – and the widespread involvement of college students. Why did students protest in 1960 but not earlier? We will move from the 1960 sit-ins to the 1964 Freedom Summer campaign when college students organized a massive campaign to organize in Mississippi. Who were the students that participated in this historic event, what was it like to participate, and how were their lives transformed? Finally, we will include our investigation of the civil rights struggle by considering the accomplishments and setbacks that have occurred since the mid-1960s?

August 23  Student Protest: The 1960 Sit-ins
Film: “Ain’t Scare of Your Jails”

August 28  Origins of the 1960s
Howell Raines, Selected Interviews from My Soul is Rested, Pp 75-108., 1977.
Selected Primary Documents: Eyes on the Prize Reader, pp 80-90

August 30  Using the Sociological Imagination to Understand Protest and Movements
C Wright Mills “The Promise” from The Sociological Imagination

September 4  Becoming an Activist
Doug McAdam, Freedom Summer, Chs. 1 and 2

September 6  Community Organizing during Mississippi Freedom Summer
Film: Freedom on My Mind

September 11 Activist Experience:
McAdam, Chs. 3 and 4
Selected Primary Documents: Letters from Mississippi, Selection from Anne Moody’s Coming of Age in Mississippi, Selections from the Student Voice (SNCC Newsletter)

September 13 How Activism Shapes One’s Life: Freedom Summer Activists 20 Years Later
McAdam, Chs. 5 and 6

September 18 Legacies of the Civil Rights Struggle
Kevin Kruse. Selection from White Flight: Atlanta and the Making of American Conservatism
Lassiter. Selection from The Silent Majority.

September 20 Movement Consequences
Adam Fairclough “The Continuing Struggle” Better Day Coming
Philip A. Klinkner. “Benign Neglect?” from The Unsteady March

September 22 Project Day

The Women’s Movement: Transforming the Public and Private Sphere
Movements often create the seedbeds for other movements as the civil rights struggle did for the women’s movement in the 1960s. However, each movement evolved quite differently in the 1970s and beyond, and we will focus on similarities and differences in each movement’s origins, participants, and tactics. While civil rights protest took place “in the streets”, the women’s movement used innovative tactics such as consciousness raising and establishing feminist organizations that may have been less visible but quite powerful to change families, schools, workplaces, and government. We will also look at the “backlash” or opposition to feminism and take stock of the movements enduring legacy and the challenges it faces today.

September 25 The Origins of Feminism
Ruth Rosen. The World Split Open. Chs. 1 and 2

September 27 Mainstream and Radical Feminism
FILM: Step by Step: Building a Feminist Movement

October 2 Heyday of the American Women’s Movement
Ruth Rosen. Chs 5-7

October 4 Proliferation and Backlash
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
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<tbody>
<tr>
<td>October 9</td>
<td>The Consequences and Future of Feminism</td>
<td>Ruth Rosen. Ch. 10</td>
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<td>October 11</td>
<td>Project Day</td>
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<td>October 18</td>
<td>Mid-Term Break</td>
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<td>October 23</td>
<td>Mainstream Environmentalism</td>
<td>Kirkpatrick Sale. Ch. 3-5</td>
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<td>Ronald Shaiko, “From Social Movement to Public Interest Organization,” pp 25-51 in <em>Voices and Echoes for the Environment</em></td>
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<td>Selected Primary Documents: Essays by Rachel Carson, Dennis Hayes, and Barry Commoner from <em>Major Problems in American History Since 1945</em>, pp.595-607.</td>
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<td>October 25</td>
<td>Beyond Mainstream Environmentalism</td>
<td>Rik Scarce, “Gandhi Meets the Luddites,” pp. 1-13 in <em>Eco-Warriors</em></td>
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<td>J. Timmons Roberts and Melissa M. Toffolon Weiss. “Race and Development in Louisiana.” From <em>Chronicles from the Environmental Justice Frontline</em></td>
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<td>Film: <em>Butterfly</em></td>
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<td>October 30</td>
<td>Climate Change and the Future of Environmentalism</td>
<td>Michael Shellenberger and Ted Nordhaus “The Death of Environmentalism” (with responses)</td>
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The contemporary conservative movement also has strong origins in the 1960s – when paradoxically it was at its weakest point. How has the movement been able to bring together so many different issues and groups from gun rights to pro-life, from libertarians who want the government to leave them alone to religious activists who want prayer in school, and from isolationists to interventionists in international politics? How did religious leaders who had previously denounced involvement in politics become critical to the public and political goals of a broad social movement? Has the conservative movement reversed changes brought about by the civil rights, women’s and environmental movements? Finally, where does the conservative movement stand today at the end of George Bush’s second term?

### November 1
Profiles of the Conservative Movement in America
- Kristen Luker, “The Emergence of the Right to Life Movement,” pp 126-157 in *Abortion and the Politics of Motherhood*
- Kelly Patterson, “The Political Firepower of the National Rifle Association”
- Ralph Reed, “How We Got There,” pp 1-26 in *Active Faith*

### November 6
Origins of
- Micklethwait and Wooldridge, *The Rights Nation* Chapter 1-4
- Film: With God on Our Side

### November 8
**Project Day**

### November 13
How Activists Built the Conservative Movement
- Micklethwait and Wooldridge, Chapters 5-8

### November 15
Strategy and the Future of the Contemporary Conservative Movement
- Micklethwait and Wooldridge, Chapters 9-11

### November 20
Will Conservative Power Endure?
- Micklethwait and Wooldridge, Chapters 12-15

### November 22 – Thanksgiving Break

### November 27
Social Movements and Advocacy in Contemporary America

### November 29
Presentations

### December 4
Presentations