

Democracy, Dissent, and Revolution

POLS 4900 Senior Seminar



Tu/Th 2:15-3:30 pm, Aderhold 203
Georgia State University
Fall Semester 2021
Course Model: Face to Face
CRN: 82862 Section 008

Instructor: Dr. Holloway Sparks

Preferred Pronouns: she/hers

Email: SparksGSU4900+F21@gmail.com

Office Hours: W and F afternoons by appointment: <https://hsparks.youcanbook.me>

Class Chat on GroupMe: https://groupme.com/join_group/70033992/VSywer8W

Course Goals and Student Learning Outcomes

This course examines how democracies and citizenship are invigorated, challenged, and otherwise affected by dissent, revolution, and other forms of political troublemaking. Course goals include gaining conceptual and historical clarity about these terms and their stakes (e.g., how does dissent differ from disagreement, disobedience, resistance, or revolution? what are the laws and regulations that have governed these forms of dissident citizenship?), and exploring the normative investments of these concepts and the practices associated with them (e.g., should dissent always be civil? is protest an inevitable threat to political stability? is political violence ever justified in a democracy?). This course blends theoretical readings with case studies of important dissident and revolutionary figures (e.g., Socrates, Thoreau, Marx,

Goldman, Gandhi, King) and political movements (e.g., abolitionism, feminism, #BlackLivesMatter, Antifa).

Class discussions, Top Hat questions, and written reflections will assess whether students can identify, compare, and evaluate different forms of democratic troublemaking. Students will also research, write, and orally present a paper that analyzes and assesses a case study of dissent or revolution we are not covering together in class.

This course is a Critical Thinking Through Writing course. As stipulated by GSU, this course will include assignments that use writing to help students develop the “wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims; to discover and overcome personal prejudices; to formulate and present convincing reasons in support of conclusions; and to make reasonable, intelligent decisions about what to believe and what to do” (Bassham, Irwin, Nardone & Wallace, *Critical Thinking: A Student's Introduction* (McGraw-Hill, 2005, 1).

Student Learning Outcomes:

- 1) Students will be able to identify and differentiate varied forms of protest and political troublemaking (e.g., dissent, civil and uncivil disobedience, resistance, revolution).
- 2) Students will demonstrate the capacity to interpret, analyze, and evaluate historical texts and events using their theoretical and legal knowledge about dissent and protest.
- 3) Students will demonstrate the ability to formulate, analyze, and respond to contemporary arguments about ethical standards for dissent, protest, and revolutionary politics.

Finally, this course, like most in the discipline of political science, will help you develop at least four of the eight general “career competencies” identified by the National Association of Colleges and Employers (NACE) as necessary for preparing college graduates for successful transitions into the workplace. Specifically, this course promotes the development of these four NACE career competencies:

- ▽ critical thinking / problem solving
- ▽ written communication
- ▽ professionalism / work ethic
- ▽ global / intercultural fluency

Course Readings

All readings will be accessed through our Top Hat site. You may use computers and tablets in class to access the course materials electronically.

Course Technology

This course will use **iCollege** for tests, assignments, and official grades.

We will be using **Top Hat Pro** to access our digital textbook and reading questions, and for polls, quizzes, and other questions in class.

We will use **GroupMe** for our Class Chat.

I will use **Zoom** to livestream our class when possible, and for my office hour appointments.

Communication

1. Contacting Me

You may get in touch with me 1) via a **direct message (DM)** on GroupMe, 2) **posting** on the GroupMe Class Chat, or 3) by sending a normal **email** (i.e., NOT from within iCollege) to our dedicated class email address: SparksGSU4900+F21@gmail.com. (Please do NOT contact me using the (very clunky) iCollege “email” system.)

I will monitor the GroupMe chat daily, and will try to respond to your emails within 36 hours during the week. On weekends and during especially busy times it will sometimes take longer. Feel free to email me twice if your question is time sensitive.

When you DM me, please mention which class you are in. (e.g., POLS 4900).

2. Announcements

When I need to communicate important course information, I will post announcements on our iCollege class homepage, and occasionally also on GroupMe. If you have not already, I encourage you to adjust your settings in iCollege to receive notifications about these announcements via email and/or text message. To learn how to do this, go the GSU iCollege student support page: <https://technology.gsu.edu/technology-services/it-services/training-and-learning-resources/icollege/taking-courses-in-icollege-for-students/>.

3. Appointments

I will be available for Zoom office hours each week. If you would like a private appointment, please look at my schedule at <https://hsparks.youcanbook.me> to choose a time that works for you. If your schedule conflicts with my available time slots, DM me or send an email so we can find another option.

4. Contacting the Class

The GroupMe Class Chat will be a great place to ask and answer questions, post your ideas about the material, share current events, report on extra credit activities, and anything else related to the class. You will also be able to direct message other class members quickly.

Required Court Textbook and Technology

1. Required Top Hat Pro Subscription

We will be using **Top Hat Pro** (www.tophat.com) to access our digital textbook and reading questions, and for polls, quizzes, and other questions in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation that will be sent to your school email address or consult Top Hat's Getting Started Guide (<https://bit.ly/31TGMIw>).

If you already have a Top Hat account, go to <https://app.tophat.com/e/017658> to be taken directly to our course. If you are new to Top Hat, follow the link in the email invitation you received or...

- Go to <https://app.tophat.com/register/student>
- Click "Search by school" and input the name of our school
- Search for our course with the following join code: **017658**

There is a two week free trial period. The paid Top Hat Pro subscription price will be ~\$30.

2. Financial Hardship

If you anticipate facing significant financial hardship making it impossible for you to purchase a permanent Top Hat Pro subscription after the free trial period expires, please work with the Financial Management Center ([FMC](#)) to find a solution before your trial period expires. If FMC cannot help you, ***please do not drop the course without discussing with me first.***

3. Required Internet Connection

As the textbook is fully online, you will need a reliable internet connection. [This page provides information about low-cost internet access options for GSU students.](#)

4. Technical Support

Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by the technical support team when troubleshooting issues.

If you have any technical issues related to iCollege, contact GSU IT Services at help@gsu.edu or 404-413-HELP (404-413-4357).

Course Assignments

Your course grade will be based on the following assignments and activities:

1. Top Hat /Online Preparation (Reading, Questions, Small Groups, Posting)	25%
2. Synchronous Class Participation	15%
3. Reflection #1	15%
4. Reflection #2	15%
4. Final Case Study Research Paper	30%
Final Paper Proposal (5%)	
Final Case Information Share (Presentation/Video/Website) (10%)	
Final Paper (8-10 pages) (15%)	

1. Top Hat and Online Preparation (25%)

Preparing well is crucial for this class. You will only be able to contribute to our discussions and succeed on the assignments if you complete and reflect on the course materials *before* each class. To facilitate this you will be asked to:

- **Answer questions embedded in the course materials on Top Hat** each week. You will have 2 tries to get each question right, because the goal is for you to understand the ideas well.
- Take part in **online small group discussions** where you will compare and share your insights and questions about each set of materials before we meet together live.
- **Post an idea or two to our whole Class Chat** before or after class.

The required readings and work for each week will be **clearly enumerated and detailed** on Top Hat, and will be due at the same time on the same day every week (**Tuesdays at 2:15 pm**).

Top Hat has a gradebook where you can monitor your progress. With time and effort, you should be able to get 100% on every module. Your Top Hat grade will be worth 25% of your final grade.

2. Participation During Live Classes/Livestreams (15%)

During each class meeting, there will be multiple opportunities for you to discuss, brainstorm, share, deliberate, problem solve, and otherwise engage with your peers on some interesting questions prompted by the readings. One form this participation will take will be through real time polls, responses, ratings, and other interactive questions provided through the free version of Top Hat. You will therefore need a phone, iPad, computer, or similar device for each class. This participation, whether you are in the classroom or watching the livestream, will be worth 15% of your grade.

In Class and Online Discussions. I know this goes without saying, but during our synchronous meetings and online, you should be respectful of one another's positions and opinions at all times, considerate of other speakers, and attentive to the balance of conversation so that everyone has the opportunity to participate.

I don't expect you to say brilliant things every time you open your mouth, because questions, provisional comments, and concerns can often be just the thing to get a great discussion rolling. I'm far more concerned with the **thoughtfulness** of your contribution, definitely not just by how often or how much you speak. **Curiosity** and **courage** will also positively impact your participation assessment.

I do understand that some students find it difficult to speak up on a regular basis, and I will make every effort to make the class atmosphere supportive. I hope that you as students will do the same for each other.

IF YOU ARE NOT ABLE TO REGULARLY TALK IN CLASS (and even if you are) you may also participate by posting responses and ideas in Top Hat and our GroupMe Class Chat. The same norms of discussion apply. You may take up ideas we discussed in class, or ones we didn't get the chance to discuss at length. You may share outside resources here as well by connecting them to our class discussions. Always make an effort to connect your posts and ideas to the comments others have made, either in class or on the blog.

Participation Grading Criteria

In all participation activities, I am looking for curious, thoughtful, engaged, and frequent contributions that demonstrate that you are reading carefully, and thinking analytically and

creatively about the materials. **Note:** You cannot get an A in participation unless you are actively contributing to the class discussion (via talking or substantively commenting in the class chat) at almost every session.

A+ You are always extremely well prepared, attentive, and make exceptional contributions to both large and small group discussions. In class and/or online you provide memorable, provocative, original, thoughtful discussion topics and comments that distinguish you from the rest of the class and help us delve deeper into the readings and their significance.

A You are always well prepared, attentive, and make regular, outstanding contributions to both large and small group discussions. In class and/or online you provide provocative, original, thoughtful discussion topics and comments that distinguish you from the rest of the class and help us delve deeper into the readings and their significance.

A- You are always well prepared, attentive, and make regular, excellent contributions to both large and small group discussions. In class and/or online you demonstrate a comprehensive grasp of the issues and information of the course, and provide original, creative and insightful discussion topics and comments.

B+ You are well prepared nearly all of the time, your contributions are of very good quality, you contribute frequently to the large discussions, and are clearly very active in your small group. In class and/or online, you are producing very good discussion topics and comments.

B You are mostly prepared, your contributions are of good quality, but you speak only occasionally in either the large or small discussions. In class and/or online, you are contributing solid discussion topics and comments.

B- You are sometimes prepared, and your contributions are adequate. You speak only occasionally in either the large or small discussion.

C You are rarely prepared, your contributions are minimal, or regularly impede the class's intellectual inquiry. In class and/or online, your contributions are infrequent or show low effort.

D/F You do not prepare or contribute at all.

3. Midterm Reflection #1 (15%)

Midway through the course we will have a take-home midterm reflection that asks you to synthesize, compare, and apply your knowledge of the material we cover during the first 6 weeks. The reflection will be roughly 4 pages. We will talk about this more in class.

4. Final Reflection (15%)

About two-thirds of the way through our semester you will complete a second reflection to show you can synthesize, compare and apply your knowledge of the material covered during the second half of the course. The reflection will be roughly 4 pages. We will talk more about this in class.

5. Final Case Study Research Paper (30%)

For your final paper, you will choose, theorize, and assess a case of dissident citizenship, revolution, or resistance that we are not covering in class. Students will develop this paper in stages and will share/present their case to the class during the last several class sessions. Detailed directions will be provided separately.

Project Proposal and Research Report (5%). You will first provide a brief proposal and research report. This will include 1) a description of the case, 2) the particular issues and themes the case raises and which you intend to address/develop, and 3) a preliminary list of sources to be used.

Sharing Artifact/Presentation (10%). Near the end of the semester, you will share your case and research with the class via a presentation, a powerpoint, a website, a short video, or some other TBD method.

Final Paper (15%). With the feedback from your sharing presentation, you will complete a final 8-10 page paper on your case, due the last week of the semester.

Grading Criteria: Your final project and final paper grades will be based on the thoroughness of your research, the quality of your argument, the persuasiveness and complexity of your analysis, and the clarity, style, and correctness of your writing. Also see the information on writing assignments in the “ACADEMIC POLICIES” section below. **Late papers will incur a penalty of 1 letter grade per day.**

Academic Policies

1. Attendance

Due to the risks created by the Covid pandemic, I will not be requiring daily in-person attendance, though I do urge you to attend at least periodically. To enhance everyone’s safety, I will do my best to provide a livestream of our class via Zoom. If you attend via Zoom, you should plan to participate in discussions using the GroupMe class chat, and to complete the Top

Hat questions just like everyone in the classroom. For university reporting purposes, I consider activity on Zoom, GroupMe, and Top Hat equivalent to “attendance.”

2. Late Assignment Policy and Flex Passes

Flex Passes: Each student may use **three** flex passes during the semester to extend the due date of a Top Hat assignment, a Reflection, or the Final Project Research Plan by 48 hours with no penalty. (The presentations and the final due date for your paper are not Flex Pass eligible assignments.) If you are using a flex pass, fill out the google form linked on Top Hat. All other late assignments will be reduced one step per 12 hours (e.g. A- becomes B+; B+ becomes B). Be aware that an excused absence does not automatically extend an assignment deadline.

The flex pass policy should handle most needs for extensions. In fairness to your classmates, I only grant additional extensions in the most extreme circumstances (serious emergencies, unexpected military service, and the like). An assignment due in another course does not qualify as grounds for an extension though it could definitely be a reason you decide to use your flex pass. All assignments must be completed to pass the course.

Illness: If you seek accommodation due to an illness (including quarantining for Covid), please provide proper documentation to the Dean of Students at this site: <https://deanofstudents.gsu.edu/student-assistance/professor-absence-notification/>. The Dean of Students will notify me once they have verified that proper documentation was submitted. This system keeps your personal health information private.

Religious accommodations: Please note that [university policy](#) requires students who seek **religious accommodations** to provide “reasonable notice” of the dates of religious holidays that conflict with class deadlines.

3. Sharing of Instructor-Generated Materials

The selling, sharing, publishing, presenting, or distributing of instructor-prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose **is strictly prohibited** unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor’s intellectual property and the privacy rights of students attending the class and is prohibited.

4. Grade Scale

A+ = 97-100	B+ = 87-89.9	C+ = 77-79.9	D = 60-69.9	F = <60
A = 93-96.9	B = 83-86.9	C = 73-76.9		

A- = 90-92.9 B- = 80-82.9 C- = 70-72.9

5. Grade Posting in iCollege

The official gradebook for this course is the one in iCollege. Top Hat's gradebook shows ONLY the information from Top Hat questions. I will post scores for assignments on iCollege throughout the semester, but I will not calculate overall grades until the end the term.

6. Withdrawals and Hardship Withdrawals

The last day to withdraw and receive a W is at the midpoint of the semester and is indicated on the course schedule below. Students who withdraw on or before that day receive a W; students who withdraw after will receive a WF. Ws have no effect on your GPA whereas WFs count as Fs for GPA calculation purposes. Students can receive a maximum of six Ws in their academic careers at Georgia State; after reaching that total they will automatically receive a WF.

If you are struggling in the course and are worried about keeping your HOPE Scholarship, then you should consider taking a W before 5:00pm on the day of the withdrawal deadline. Please feel free to contact me for advice on this.

Another kind of withdrawal, called "Hardship Withdrawals," are only given if students experience non-academic emergencies beyond the midpoint of the semester which interfere with or prevent the completion of their coursework. Such hardships are usually due to medical, personal or financial emergencies, and are not to be used for academic issues. These withdrawals also do NOT count as F's for GPA calculation purposes.

7. Getting Added Back into iCollege if Dropped from the Course

Please contact me immediately if you are temporarily dropped from this course (e.g., due to nonpayment) so that I can add you manually back into iCollege right away while you are working to be officially reinstated into the course. This way you won't fall behind while waiting to be reinstated.

8. Access and Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students who wish to request accommodation for a disability may do so via the Access and Accommodations Center (AACE) at <https://access.gsu.edu/>. Students may only be accommodated upon issuance of a signed Accommodation Plan by the AACE Center (see: <https://access.gsu.edu/testing->

[services/](#)) and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

9. Academic Honesty

Academic integrity is vital to the learning process and, ultimately, the value of your degree. All evaluations of learning progress (i.e., exams or other assessments) depend upon academic honesty. Therefore, academic dishonesty will not be tolerated. Cheating on exams, plagiarizing written submissions, tampering with records, falsifying your identity, and assisting others in dishonest academic action are examples of academic dishonesty. You can read GSU's full policy [here](#). Please note that the University considers violations of dishonesty rules to be grounds for receiving an F in this course. If you have **any questions** about what constitutes cheating, academic misconduct, or plagiarism, please examine the university policy and/or ask me. *Please also be aware that **academic misconduct can be reported by GSU when your future employers request a background check**.*

I expect you to use your own creative thinking to complete all assignments and to cite ALL sources consulted, particularly if you borrow any facts or ideas and include them in your own writing. Academic dishonesty will result in an initiation of proper university disciplinary action.

Here is a useful definition of plagiarism:

“Plagiarism is a form of cheating because the plagiarist copies or imitates the language and thoughts of others and passes the result off as an original work. Plagiarism includes the failure to identify a direct quotation by use of quotation marks or another accepted convention which delimits and identifies the quotation clearly, paraphrasing the work of another without an acknowledgement of the source, or using the ideas of another, even though expressed in different words, without giving proper credit.” (From <http://www.sewanee.edu/student-life/live/the-honor-system/>)

General Course Policies

1. Covid-19 Safety

Masks: I strongly encourage you to wear a high-quality face covering in all class meetings. I know that face masks definitely make some aspects of class more difficult – e.g., it will be harder for us all to project our voices and read each other's facial expressions. However, wearing a mask is one simple thing I can do to support the health and safety of my family, and to respect the health and safety needs of you and our community. There is no penalty if you choose to not wear one, and please do not engage in disruptive behavior if your fellow students make a different choice about wearing masks. If you have concerns, please discuss them with

me and I will work to the best of my ability to provide a comfortable environment conducive to your learning.

Vaccines: Vaccination is the most effective protection against COVID-19, and the educational, economic, and health disruptions caused by its spread. **Vaccines are free and available on the Atlanta Campus.** Visit <https://covidinfo.gsu.edu/covid-19-resources/covid-19-vaccine/> to register for an appointment.

COVID testing: Free COVID-19 testing is available to all GSU students on all campuses, and no appointment is necessary. Testing on the Downtown Atlanta Campus is available at 55 Park Place, Monday through Friday, 9am—4:30pm.

Reporting positive COVID tests: All faculty, staff and students who have a positive COVID-19 test should report it here: <https://cc-gsu.force.com/s/>. Instructors and staff supervisors who become aware of an infection of a student or employee are also strongly encouraged to report at this site even if the employee or student has already reported. If anyone has questions about reporting, contract tracing, or quarantine procedures, they may email caseinvestigation@gsu.edu or call 404-900-0203.

COVID FAQs: The University's COVID FAQs are quite detailed, and [available here](#).

2. Support and Planning

My main goal is to support you in being successful. If you are a parenting student, are caring for elders or other family members, are dealing with serious physical or mental health issues, are working two jobs, or have other extenuating circumstances that are likely to impact your participation in class, please feel comfortable discussing this with me. I can support you best if I know what is on your plate. Be assured that I won't see it as asking for favors and I won't see it as complaining. It is better that we work together in advance on any alternate arrangements you may need, rather than finding out after the fact that you needed them. Humans have complicated lives; we can address that reality proactively and together.

3. Preferred Name / Pronouns

I would like to use your preferred language when addressing you. Please let me know if your preferred name, the pronunciation of that name, or your gender pronouns differ from what I am using. A direct message or email is always fine.

4. Diversity and Inclusion

I value diversity of all sorts in my classes. Our varied experiences and identifications with race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geography, gender identities and sexual orientations, learning and physical abilities, age, social

or economic classes, citizenship status, and other differences offer opportunities for deep and enriched learning about politics. I promise to respect the value of every student in this class, and expect all of my students to do the same. Multicultural and intercultural awareness and competencies are key leadership skills, and I will be presenting material and classroom activities that promote your learning and reflection on these subjects. While an important part of your college education involves exposure to challenging viewpoints and beliefs, I urge you to contact me right away if you ever feel uncomfortable regarding content or perspectives that are presented or discussed by me, guest speakers, or other students. You will also have the opportunity to express your concerns in periodic student surveys. Your suggestions on how to more meaningfully embrace and promote diversity and inclusion in this course are appreciated and encouraged.

5. Suggestions and Course Evaluations

I always welcome suggestions on ways to make the class more informative and engaging. Please email me or come talk about your ideas anytime.

Your constructive assessment of this course also plays an indispensable role in shaping the future of education at GSU. Please take time to fill out the online course evaluation at the end of the semester. Thank you!

University Policies and Helpful Information

1. Reporting Code of Conduct or Other GSU Policy Violations

If you believe you may have witnessed a violation of the student code of conduct or any other university policy, **on or off campus, in social media or in personal communications**, please consult the university policies below as to how, and to whom, to report it:

Student Code of Conduct: <https://codeofconduct.gsu.edu/>

Disruptive Student in the Classroom:

https://codeofconduct.gsu.edu/files/2019/07/2019_7_3_Disruptive_Student_in_the_Classroom.pdf

Sexual Misconduct Policy:

https://codeofconduct.gsu.edu/files/2019/07/2019_7_3_Sexual_Misconduct.pdf

Academic Honesty:

https://codeofconduct.gsu.edu/files/2019/07/2019_7_3_Academic_Honesty.pdf

Student Complaints: <https://codeofconduct.gsu.edu/files/2020/02/Policy-Procedures-for-Student-Complaints.pdf>

2. Privacy and Personal Information

In keeping with USG and university policy, this course website will make every effort to maintain the privacy and accuracy of your personal information. Specifically, unless otherwise noted, it will not actively share personal information gathered from the site with anyone except university employees whose responsibilities require access to said records. However, some information collected from the site may be subject to the Georgia Open Records Act. This means that while we do not actively share information, in some cases we may be compelled by law to release information gathered from the site. Also, the site will be managed in compliance with the Family Educational Rights and Privacy Act (FERPA), which prohibits the release of education records without student permission. For more details on FERPA, [go here](#).

3. Counseling Services

College can be an extremely challenging time. If you are feeling a lot of stress, thinking about harming or killing yourself, have been a victim of a crime, are facing homelessness or food insecurity, and/or are having difficulties in your personal relationships, there are many resources provided by GSU and off-campus providers. Any student who specifically faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. The [Embark program at GSU](#) provides resources for students facing homelessness. Please consider taking advantage of these resources:

GSU Counseling Center (immediate crisis help available, including after-hours, as well as ongoing counseling, support groups, and more)	404.413.1640 https://counselingcenter.gsu.edu/crisis-services/ https://counselingcenter.gsu.edu/immediate-help
GSU Student Victim Assistance	404.413.1965
GSU Campus Police	404.413.3333
National Suicide Prevention Lifeline	1.800.273.8255
Rape Crisis Center	404.616.4861
Atlanta Victim Assistance	404.588.4740
Multi-County Crisis Helpline	1.800.715.4225
TREVOR Project (LGBTQ+ crisis assistance)	1.866.488.7386
Crisis Textline (if you cannot speak on the phone)	TEXT "Home" to 741-741
GSU EMBARK (homelessness and food insecurity resources)	https://deanofstudents.gsu.edu/student-assistance/embark/

4. Mandatory Sexual Misconduct Disclosure Notice

In instances of sexual misconduct, I am designated as a Responsible Employee who is required to share with administrative officials all reports of sexual misconduct for university review. If you wish to disclose an incident of sexual misconduct confidentially, there are options on campus for you to do so. For more information on this policy, please refer to the Sexual Misconduct Policy which is included in the [Georgia State University Student Code of Conduct](#).

5. Campus Carry

The Campus Carry legislation allows anyone properly licensed in the state of Georgia to carry a handgun in a concealed manner on university property with noted exceptions. Information about the law can be found at safety.gsu.edu/campus-carry. It is the responsibility of the license holder to know the law. Failure to do so may result in a misdemeanor charge and may violate the Georgia State Student Code of Conduct.

GSU Political Science Department Mission Statement

The mission of Georgia State University's Political Science Department is to . . .

- Advance knowledge through research, teaching, and public outreach.
- Promote diverse research agendas and support research excellence.
- Create inclusive, respectful, challenging, and collaborative learning environments.
- Foster engaged citizenship.

We accomplish our mission by:

- Engaging in and disseminating high quality research.
- Encouraging faculty and student collaboration.
- Providing inclusive and excellent educational opportunities to students of diverse backgrounds.
- Preparing students to contribute to their communities as engaged citizens, leaders, and scholars.
- Educating students so that they are highly qualified for their chosen careers.

Schedule of Readings

NOTE: This syllabus and the course schedule in this document are **provisional and subject to revision**. Any changes will be announced in class and posted on iCollege.

	I.	INTRODUCTION TO THE COURSE
Tu 8/24		<u>Week 1: Introduction to the Course</u> Course Overview and Syllabus Discussion/Decisions
Th 8/26		Dissidence, Troublemaking, Conscience, Collectivity: An Introduction to Recurrent Themes Henry David Thoreau, "Resistance to Civil Government, or Civil Disobedience" (1849)
	II.	NONVIOLENCE
Tu 8/31		<u>Week 2: Democracy, Un/Civil Disobedience, and Gadflies</u> Thoreau, part 2 Jennet Kirkpatrick, "Introduction" from <i>Uncivil Disobedience: Studies in Violence and Democratic Politics</i> (2008)
Th 9/2		Democracy, Loyalty, and the Gadfly: Socrates Plato, "Apology" and "Crito" from <i>The Last Days of Socrates</i>

Tu 9/7		<p><u>Week 3: Religious Nonviolence</u></p> <p>Nonviolent Action Against Empire: Gandhi</p> <p>Mahatmas Gandhi, excerpts from <i>My Nonviolence</i> (1925)</p>
Th 9/9		<p>Just and Unjust Laws: MLK and the Early Civil Rights Movement</p> <p><i>One has not only a legal, but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws.</i> — Martin Luther King Jr.</p> <p>Martin Luther King, Jr., “Letter From Birmingham Jail” (1963)</p>
Tu 9/14		<p><u>Week 4: Militancy and Resistance</u></p> <p>Militant Resistance: U.S. Women’s Suffrage</p> <p><i>It always seems to me when the anti-suffrage members of the Government criticize militancy in women that is very like beasts of prey reproaching gentler animals who turn in desperate resistance when at the point of death.</i> — Emmaline Pankhurst</p> <p>Mary Winsor, “The Militant Suffrage Movement” (1914) Lynda Dodd, “Parades, Pickets, and Prison: Alice Paul and the Virtues of Unruly Constitutional Citizenship” (2008) Movie: <i>Iron-Jawed Angels</i></p>

Th 9/16		<p>Dissident Citizenship by the Poor: The U.S. Welfare Rights Movement</p> <p><i>What do you expect us to do? Continue to be nice and passive and law-abiding citizens and orderly people when we are seeing hunger, we are seeing children without proper clothing, we are seeing elderly people who cannot go to a clinic, we are seeing blind people who cannot come out of homes, we are seeing pregnant mothers that do not have adequate clothing or diets to have a child in a good healthy condition... Do they expect us to continue to be passive? -- Jeanette Washington</i></p> <p>H. Sparks, "When Dissident Citizens are Militant Mamas: Intersectional Gender and Agonistic Struggle in Welfare Rights Activism" (2016)</p>
	III.	VIOLENCE
Tu 9/21		<p><u>Week 5: Violence and Revolutions</u></p> <p>Revolutionary Violence Against Capitalism: Marx, Engels, and the Communist Manifesto</p> <p><i>Let the ruling classes tremble at a Communistic revolution. The proletarians have nothing to lose but their chains. They have a world to win. Workingmen of all countries unite! – Karl Marx and Friederich Engels</i></p> <p>Marx and Engels, "The Communist Manifesto" (1848)</p>

Th 9/23		<p>Violence Against State Violence: Emma Goldman and Anarchism</p> <p><i>Many people are afraid to come to an Anarchist meeting because they fear that they will be blown up. Isn't it stupid to be afraid of violence when you are in the midst of it all the time? These people are not afraid of violence: only of individual violence. They have no objection to battlefields, and policemen, and electric chairs, and other ornaments of the present system. So long as violence is committed in the name of the State they are happy. As a matter of fact the Anarchists don't propagate violence. They only struggle against what already exists, and it is necessary to fight existing violence with violence. That is the only way that a new peace can dawn. – Emma Goldman</i></p> <p>Emma Goldman, "Anarchism: What it Really Stands For" (1910)</p>
Tu 9/28		<p><u>Week 6: Religious Violence, Secular Violence</u></p> <p>Means and Ends, Terrorist or Martyr?: John Brown's Holy War</p> <p><i>I, John Brown, am now quite certain that the crimes of this guilty land will never be purged away but with blood. –John Brown</i></p> <p>John Brown, "Last Speech" (1859) and other documents Frederick Douglass, "Speech on John Brown" (1860) <i>John Brown's Holy War</i> (PBS 2000)</p>
Th 9/30		<p>Decolonization and Violent Revolution: Franz Fanon</p> <p><i>Violence is man re-creating himself. — Frantz Fanon</i></p> <p>Jean-Paul Sartre, Introduction to <i>The Wretched of the Earth</i> (1961) Franz Fanon "On Violence" from <i>The Wretched of the Earth</i> (1961)</p>

Tu 10/5		<p><u>Week 7: Violence and Self-Defense</u></p> <p>Violent Self-Defense Against White Supremacy: Malcolm X</p> <p><i>Concerning nonviolence, it is criminal to teach a man not to defend himself when he is the constant victim of brutal attacks.”— Malcolm X</i></p> <p>Malcolm X, “The Ballot or the Bullet” (1964) Movie: excerpts from “Malcolm X,” directed by Spike Lee</p>
Th 10/7		<p>Violent Self-Defense Against White Supremacy 2: The Black Panther Party</p> <p><i>The Black Panther Party of Self-Defense is a revolutionary party.—Bobby Seale</i></p> <p>Black Panther Party, “The Black Panther Party Ten Point Program” (1966) DeNeen L. Brown, “‘I have all the guns and the money’: When a Black Woman Led the Black Panther Party” (2015) Potorti, “To Feed the Revolution: The Black Panther Party and the Politics of Food” Movie: “The Black Panthers: Vanguard of the Revolution” (2016)</p>
Tu 10/12		<p>Reflection #1 Due @ 11 am OR @ 11:59 pm IF you are in class for the movie</p>
	IV.	DISSIDENT CITIZENSHIP
Tu 10/12		<p><u>Week 8: Dissident Citizenship and Shock Tactics</u></p> <p>Die-Ins and Political Funerals: ACT-UP (AIDS Coalition to Unleash Power)</p> <p>In Class Movie: <i>United in Anger</i> (2012)</p>
Th 10/14		<p>Boycotts, Buycotts, and Brand Activism: Animal Rights Activism</p>

Sat 10/16		Final Project Topic Chosen by 11:59 pm
Tu 10/19		<u>Week 9: Dissidence and Secrecy: Whistleblowing, Digital Activism, and Hacktivism</u> Whistleblowing and Information Leaks: Edward Snowden, Chelsea Manning, and Wikileaks
		Black Hats, White Hats: Hacktivism and the University
Tu 10/26		<u>Week 10: Rebellions, Riots, and Blockades: #Black Lives Matter</u> Ferguson to Minneapolis, #SayHerName
Th 10/28		#BLM in Atlanta
Sat 10/30		1-2 Page Project Proposal Due @ 11:59 pm
11/2		<u>Week 11: Race, Violence, Insurrection</u> Deterring the Right Through Violence: Antifa
11/4		Insurrection @ The Capitol, January 6, 2021: The Proud Boys
Tu 11/9		<u>Week 12: Decolonial/Environmental Dissidence</u> Land Occupations: The Standing Rock Protests

Sat 11/13		Reflection #2 Due @ 11:59 pm
Tu 11/15		<u>Week 13: Project Draft Week</u>
Th 11/17		Presentation Draft Due @ 11 am for in Class Workshop
11/23		<u>Week 14: Thanksgiving Week</u>
11/30 12/2		<u>Week 15: PRESENTATIONS</u> (Attendance Mandatory Both Days)
TBD		<u>Week 16: PRESENTATIONS</u> during exam window (Attendance Mandatory)
TBD		FINAL PAPER DUE