**POL 371 Politics of Protest**

Spring 2024

T/TR, 1:00 – 2:15pm

Lamar 129

**Dr. Marvin King**

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Office Hours: MWF: 10a – 11am and by appointment on Zoom.

**KEY DATES - ADMINISTRATIVE**

January 21 – Last day to officially cancel registration & avoid responsibility for payment of tuition/fees

January 22 – Classes begin

February 2 – Refund period ends

March 8 – Deadline for withdrawal (no refunds); Mandatory drop date for non-attendance

**KEY DATES - GRADES**

Tuesday, February 27 Paper 1 Due

Thursday, March 7 Midterm

Thursday, April 4 Paper 2 Due

Tuesday/Thursday, April 30/May Presentation Due

Thursday, May 9 Final Exam

**PURPOSE**

This course will review the origins, political background, and results of significant protest movements in American political history. Animating this class will be questions such as the following, why do protests happen? What are the conditions that set the stage for protests? Why do some protests ultimately succeed (e.g., The American Revolution), whereas some have far less success (e.g., Occupy Wall Street)? Why do some people engage in protests whereas others sit on the sidelines? Are there certain preconditions that make success more likely, or failure more probable?

This course will combine theoretical perspectives on the politics of protest with specific case studies that may include but will not be limited to: The American Revolution, the Progressive Movement, Women’s suffrage, early Labor Union formation, the Civil Rights Movement, Farm Workers, LGBQ, the anti-abortion movement, Occupy Wall Street, the Tea Party, and Black Lives Matter. While this is an American politics course, we will occasionally draw comparisons to international movements.

**LEARNING OBJECTIVES**

The objective is to provide students an overview of one important facet of the American political process. At the conclusion of this course, students can:

1. Understand different theories of political protest, such as collective action, resource mobilization, dynamics of contention, opportunity structure, and the identity approach.
2. Understand why some protests succeed and others fail.
3. Understand the effects of protests on policy outcomes.
4. Understand the long-term economic and political consequences of protest.

**SCHEDULE**

Page 5 of this syllabus lists the daily schedule.

**REQUIRED TEXT**

Morgan, Edward P. 1991. The 60s Experience: Hard Lessons about Modern America. Temple University Press. (HLMA)

Meyer, David S. 2014. *The Politics of Protest: Social Movements in America*, 2nd edition. Oxford University Press: New York.

Additional reading assigned on Blackboard.

**ATTENDANCE POLICY**

Students are expected to attend all class meetings. If a student is attending UM with a scholarship requiring course absences or is otherwise representing the University (e.g., ASB, athletics, band, moot court), the following exception applies - students will not be penalized for required absences alone, if the student presents to the instructor by the end of the course an official letter from the scholarship-issuing program declaring the required absences for the entire semester.



0-4 absences: no penalty

5-6 absences: final course grade lowered by one letter grade (+/- grading scale)

7-8 absences: final course grade lowered by two letter grades

9-10 absences: final course grade lowered by three letter grades

11+ absences: failure

Students who plan to miss 20% or more of the course should consider enrolling in the course during another semester.

UM requires all students have a verified attendance at least once during the first two weeks of the semester for each course.  If attendance is not verified, then a student will be dropped from the course and any financial aid will be adjusted accordingly.  Please see http://olemiss.edu/gotoclass for more information. This requirement is independent from the attendance policy stated previously in this syllabus.

**MAKE-UP POLICY**

I allow make-up work only if you obtain a UM approved excuse. In lieu of a UM approved excuse, any student failing to turn in their assignment, or take their quiz or test, will receive a zero on that exam. For instance, if you do not feel well and you visit the Student Health Center, it is insufficient to send me a note stating you visited the doctor or a copy of your prescription. I require a note from a health professional stating your illness prevented you from completing your assignment (however, I do not need to know the exact nature of your illness).

Do not ask for an exception to this policy unless you bring a UM approved excuse. Missing class or an assignment because you are sick or not feeling well does not constitute a UM approved excuse. A UM approved excuse needs to be a written notice from another professor, department (i.e., Athletics, Band, Mock Trial, etc..) or from [UMatter](https://umatter.olemiss.edu/). If you miss class for any reason other than one for which you can obtain a UM-approved excuse do not ask me for the class notes. For instance, if you are not feeling well and you visit the Student Health Center, it is not sufficient to bring me a note stating you visited the doctor or a copy of your prescription.

**GRADING SCALE**

A: 93-100 A-: 90-92

B+: 87-89 B: 83-86 B-: 80-82

C+: 77-79 C: 73-76 C-70-72

D: <70

F: < 60

Weekly Discussions 5%

Paper 1 15%

Paper 2 20%

Midterm 20%

Group Presentation 15%

Final Exam 25%

**Please do not ask me to calculate your grade for you**. The Political Science Department maintains a "C" policy. Students must make at least a grade of C or better for the course to count towards the major. If you think an error has occurred in the calculation of your grade, it is your responsibility to provide me copies of your work. To that end, it is prudent to save all your coursework until you receive your final grade report.

All graded assignments will be graded within ten days of submission.

**ASSESSMENTS**

**Weekly Discussions (5%)** Each Thursday, except (March 7, April 4 and May 2), students will start class in small group discussion of assigned readings and previous lectures. In preparation for these discussions students will prepare three discussion topics/questions. Each discussion topic must be supported from lecture, assigned readings, or readings posted on Blackboard. Students **must submit at least five preparations** for weekly discussion by the end of the semester. Students must submit their discussion prompts on Blackboard prior to Friday’s class.

**PAPERS** Students will turn in two papers. I will post specific details regarding format on Blackboard. The papers are due on **Thursday, February 27** and **Thursday, April 4.** The first paper counts **15%** toward your final grade and the second paper counts **20%**. The specific formatting requirements (e.g., research requirements, APSA format, 12-point Times New Roman Font, Microsoft Word) will be posted on Blackboard at least three weeks prior to the due date.

**PAPER 1**

Students will submit a 1000-word essay assessing a protest movement. Apply an appropriate theoretical lens to understand this protest movement and the movements tactics, organization, goals, and intended effect on politics and policy. This assignment counts **15%** of the final grade.

**PAPER 2**

Students will submit a 1000-word essay on two separate social movements of the 21st century. For each, you will need to research, who organized this protest? What were the conditions, the outcome, the motivation, the legacy and what are the political and policy consequences? The movements must contrast in their objective level of success. As with paper one, you will need to apply an appropriate theoretical lens to each protest movement to put into proper context that specific movements tactics, organization and intended effects on politics and policy. This assignment counts **20%** of the final grade.

**GROUP PRESENTATIONS**

Students will be paired into small groups to design a strategic plan for a protest movement. Students will need to determine and justify the mix of street protest, interest group lobbying, and strategic objectives. How will success be defined and measured? Additionally, students will need to identify and justify the use of a historic protest movement(s) as a guideline for their movement. This assignment counts **15%** of the final grade.

**TESTS**

The midterm (March 7) and final exam (May 9) will each be a mix of essay, short answer, n and multiple-choice and/or fill-in-the blank. The final exam will be a comprehensive exam.

The midterm is **20%** of the final grade and the final exam is **25%** of the final grade.

**Disability Services:** If you have a documented disability, as recognized by Student Disability Services, please contact Student Disability Services at 234 Martindale Center, 662-915-7128. Course requirements will not be waived but reasonable accommodations may be provided as appropriate. Please consult <https://sds.olemiss.edu/> for more information on student disability services.

**Academic Ethics** If you have questions about what constitutes plagiarism, just ask. If you think something might be wrong, it probably is. No matter, just ask for clarification. Please reference the [UM M Book](https://communications.olemiss.edu/wp-content/uploads/sites/5/2017/10/MBook.pdf) for all policies regarding academic honesty, ethics, and plagiarism. Punishment for violations of academic ethics will range from loss of a letter grade on the assignment to failure in the class. The decision will be made by the faculty member in consultation with the department chair. Appeals can be made to the UM Academic Discipline Committee.

**STUDENT PRIVACY POLICY** The University of Mississippi protects the privacy of all students, including online and distance learning students, through adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA) through compliance with other institutional policies and procedures governing the management and security of protected information of faculty, staff, and students, and by outlining the expectations of privacy for the university community as regards to electronic information. [Student Privacy Policy](https://secure4.olemiss.edu/umpolicyopen/ShowDetails.jsp?istatPara=1&policyObjidPara=11873531)

# MISCELLANEOUS

# Email is the best way to reach me. Emails sent after 5pm may not be returned until the next workday. All work must be submitted through Blackboard, unless specifically required.

# This syllabus is a guide for the coming semester. I reserve the right to make changes to the syllabus, but I will do my best to adhere to this syllabus.

# Use your olemiss.edu email address and please be accessible via Blackboard.

* Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under UM policies.

**SCHEDULE**

**Tuesday, January 23** **Course Introduction**

Syllabus

**Thursday, January 25** **Theoretical Justification for Social Movements**

John Locke. 1689. “Of the Dissolution of Government” Blackboard

David Thoreau. 1849. “On the Duty of Civil Disobedience” Blackboard

Meyer (Ch. 1)

**Tuesday, January 30 Resource Mobilization Theory**

Ayta¸Selim Erdem and Stokes, Susan. 2020. “Why protest? 2019 was a year of global protest. Was it democracy in action, or democracy in crisis?” *The Wilson Quarterly*, Winter 2020

Opp, Karl-Dieter. 2009. *Theories of Political Protest and Social Movements: A Multidisciplinary Introduction, Critique and Synthesis*. New York. Routledge. (Chapter 5). Blackboard

**Thursday, February 1 Political Opportunities Theory**

Bert Klandermans. 1997. *The Social Psychology of Protest*. Cambridge, Mass.: Blackwell, pp. 167- 195. Blackboard

Opp, Karl-Dieter. 2009. *Theories of Political Protest and Social Movements: A Multidisciplinary Introduction, Critique and Synthesis*. New York. Routledge. (Chapter 6). Blackboard

Meyer (Ch. 2)

**Tuesday, February 6 American Revolution**

Thomas Paine “Common Sense: Thoughts on the Present State of American Affairs” • Samuel Adams. 1772. “The Rights of the Colonists”

Pauline Maier. 1992. “The Intercolonial Sons of Liberty and Organized Resistance, 1765-1766” in *From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765-1776.* W.W. Norton and Company

**Thursday, February 8 Who Protests?**

Meyer (Ch. 3)

**Tuesday, February 13 Progressives and Populists**

Meyer (Ch. 8)

**Thursday, February 15 Women’s suffrage**

Marjorie Spruill Wheeler. 1995. “Introduction: A Short History of the Women’s Suffrage Movement” (Marjorie Spruill Wheeler, ed.) in *One Woman, One Vote*. Troutdale, OR: New Sage Press.

Alexander Keyssar. 2000. “Woman’s Suffrage” in *The Right to Vote: A Contested History of Democracy in the United States*. New York: Basic Books, pp. 172-221.

Meyer (Ch. 7)

**Tuesday, February 20 Women’s suffrage**

MOVIE, “One Woman, One Vote”

**Thursday, February 22 Labor Unions**

Hogler, Raymond L. 2020. “The Rise and Decline of Organized Labor in the United States: American Unions from Truman to Trump,” in *The Cambridge Handbook of the Changing Nature of Work*. Chapter 8

**Tuesday, February 27 Civil Rights Movement**

Mahatma Gandhi. “On Nonviolent Resistance” speech

Engler, Mark and Paul Engler. 2017. *This is an uprising. How Nonviolent revolt is shaping the Twenty-First Century*. New York: Nation Books. (Chapter 1)

**Paper 1 Due**

Are protests a sign of a healthy democracy or a dysfunctional democracy? Make an argument either for or against. Use examples.

**Thursday, February 29 Civil Rights Movement**

HLMA, “The Struggle for Racial Justice: The Sixties Catalyst.” (Chapter 2), pp. 54-85.

Malcolm X “The Ballot or the Bullet”

MOVIE, Eyes on the Prize

**Tuesday, March 5 Ku Klux Klan**

McVeigh, Rory. 2009. *The Rise of the Ku Klux Klan: Right-Wing Movements and National*

*Politics*. University of Minnesota Press.

**Thursday, March 7 Midterm**

**Tuesday, March 19 Farm Workers**

[The Farm Worker Movement](https://mpb.pbslearningmedia.org/resource/df492426-ffec-4eef-bed1-caca19c08b41/the-farm-worker-movement/) (Video) PBS Learning Media

**Thursday, March 21 Anti-Vietnam**

HLMA, “Political Education: The New Student Left and the Campus Left.” (Chapters 3), pp. 86-126.

HLMA, “The Vietnam War: A Nation Divided, A Movement Radicalized.” (Chapters 4), pp. 127-168.

**Tuesday, March 26 LGBQ**

Meyer (Ch. 9)

**Thursday, March 28 Anti-abortion movement**

Blee, Kathleen M. and Kimberly A. Creasap. 2010. “Conservative and Right-Wing Movements.” Annual Review of Sociology, 36(1): 269-286.

**Tuesday, April 2 Occupy Wall Street**

[Calhoun, Craig. 2013. Occupy Wall Street in perspective. British Journal of Sociology 64 (1): 26-38.](https://eprints.lse.ac.uk/49102/1/Calhoun_Occupy_Wall_Street_2013.pdf)

**Thursday, April 4 Tea Party**

Christopher S. Parker and Matthew A. Barreto. 2013. Change They Can’t Believe In: The Tea Party and Reactionary Politics in America. Princeton University Press. (Introduction and Chapter 4)

**Paper 2 Due**

Scholars have long debated the effectiveness of violent and nonviolent protest. What are the benefits of nonviolent protests? Are there circumstances when violence is permissible?

**Tuesday, April 9 DC Statehood (2006)**

Catlin, Roger. 2020. “The History of D.C.’s Epic and Unfinished Struggle for Statehood and Self-Governance: Control of the federal city was long dictated by Congress until residents took a stand beginning in the 1960s.” [*Smithsonian Magazine*](https://www.smithsonianmag.com/smithsonian-institution/how-washington-dc-defined-its-epic-struggle-for-representation-180957613/).

**Thursday, April 11 March for Science**

[The March for Science: How a viral moment starts a movement](https://www.youtube.com/watch?v=tJC1aO2L8I8) (Video)

**Tuesday, April 16 Antifa**

Jones, Seth G. and Catrina Doxsee. 2021. “Examining Extremism: Antifa.” CSIS

Demonstrations and Political Violence in America: New Data for Summer 2020

**Thursday, April 18 Black Lives Matter**

Tehama Bunyasi Lopez and Candis Watts-Smith. *On the Matter of Black Lives*. New York: New York Press. (Chapter 1)

**Tuesday, April 23 January 6**

Main, Thomas J. 2018. *The Rise of the Alt-Right*. Washington, D.C.: Brookings Institution Press. Pages: 123-165.

NPR (Steve Inskeep) interview with Maria J. Stephan and Erica Chenoweth about why non-violent resistance campaigns work better than armed rebellion.

**Thursday, April 25 Class Wrap**

Micah White. 2016. *The End of Protest*. Toronto: Penguin Random House. Knopf Canada. [Part III]

**Tuesday, April 30 Presentations**

**Thursday, May 2 Presentations**

**Thursday, May 9 Final Exam**