Protest in American Politics
POS 3234-0W59, Spring 2015

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COURSE SYLLABUS

I. Office Hours and Locations

OFFICE HOURS	OFFICE LOCATION	OFFICE PHONE NUMBER
Wednesdays 2:00 P.M. to 6:00 P.M.	UCF Cocoa: Bldg. 3, room 223	321-433-7952
Thursdays 2:00 P.M. to 6:00 P.M.	UCF Cocoa: Bldg. 3, room 223	321-433-7952
Alternating Tuesdays 1:00 P.M. to 3:00 P.M. on 1/13; 1/27; 2/10; 2/24; 3/17; 3/31; 4/14; 4/28.	UCF Orlando Philips Hall, room 302N	407-823-0012

Instructor email contact: Daniel.Marien@ucf.edu or course email. Expect an answer within 24 hours. If you plan to visit me during the office hours, it is suggested (not required, simply suggested) that you email your intention ahead of time. Advanced notice helps me selecting who I see first. Phoning during office hours can also be an effective way to deal with various issues. Phoning outside of office hours will not be effective.

II. UCF Catalog General Course Description

Connections between politics and protest in American politics including its impact on policy, and the implications of the generalization of protest for democracy.

III. Topic Overview

Protest occurs when individuals, acting in concert with others, challenge authorities or opponents through disruptive methods upsetting routine expectations. Tactics can include marching in the streets, street theatre, road closures, pamphleteering, public meetings, picketing or occupation of buildings, boycotts, hunger strikes, civil disobedience, and sometimes violence.

Protesters may pursue radical, liberal, or conservative purposes, depending on the participants' ideology, goals, and targets.

When repeated over time, protest morph into large scale social movements pressuring authorities and targets to respond with concessions and/or repression.

Historically, protests played an important role in shaping American politics and society. This country would not be what it is without the struggle of the Suffragettes, the Civil Rights Movement, the anti-Vietnam War movement, the labor movement, etc.

But protest is also everywhere nowadays. People camp out in public parks to dispute the influence of Wall Street on politics and widening economic inequalities, thereby launching the Occupy Wall Street movement. Others angrily disrupt town hall meetings with members of Congress to dispute the President's 2009 health care reform bill, initiating the Tea Party movement. People clogged the streets of San Francisco condemning the results of a state referendum banning same sex marriage in November 2008. Some picket family planning clinics across the country in the hope of discouraging women from having abortions. Laid-off workers in Chicago occupied their shut-down factory to secure wages owed. Outraged citizens filled the streets of Sanford, Florida, with marches and demonstrations to challenge the release of a suspect in a racially charged killing. Others protest the killing of unarmed black men by police officers in Ferguson, Cleveland and Staten Island. Students in Berkeley, California, formed tight picket lines denouncing the rising costs of higher education. The list or recent and on-going protest goes on and on.

All students will first become familiar with a common set of readings. They will later pursue specialized research on a relevant topic (a protest movement, a protest episode, or a specific analytical questions, such as how people turn activists, etc.) of their choice.

IV. Assessments

WHAT	WHEN	WORTH
State what you know/think regarding protest movts. in U.S. politics. Answer all the questions listed in the exercise BEFORE consulting the course materials.	**Friday Jan. 16 at 11:00 P.M.** (will remain open pass this date but late submission will delay release of your financial aid)	5% Graded only after submission of second phase of same exercise at end of semester. **Your financial aid depends on timely submission of first phase on Jan. 16.**
Quizzes (multiple choice; time limited) The semester average is used for calculating course grade.	By Monday evenings (Weeks 1-11) Jan. 19 to Mar. 30.	25%
Postings of Individual Answers in the Weekly Discussion Boards.	By Monday evenings (Weeks 1-11) Jan. 19 to Mar. 30.	30%
Engage your class mates and the instructor with respectful criticism.	From Week 2 to 15. In the **ENGAGING CLASS PARTICIPANTS** Discussion Board in Webcourses.	**Extra Credit** One point for each contribution. A maximum of 5 bonus points for contributions meeting the standards. Only one submission per week. See the "Debating Ideologies Standards" document under Webcourses → Files.
Brief Interim Research Descriptions during the Second Phase of the course. This is not an outline or draft. It is a brief description of your research project. Research project must be approved by the instructor. Check for	Mondays end of weeks 12-13-14 (4/6; 4/13/;4/20)	Not graded but compulsory, point penalties (-3) applied for non-submission .

feedback soon after submission.		
Individual Research Report, in the form of either a research essay or a book review. Length: 2,000 to 3,000 words, plus relevant images and/or video clips.	Friday evening by 11:00 P.M. April 24	30%
Submission of vote (**with arguments**) expressing choice for final exam selection from all reports within your group	Monday morning April 27	Not graded but compulsory, point penalties applied for non-performance.
Group Editors Assemble their respective Group Reports on Course Wiki	Monday morning April 27	A maximum of three bonus points for volunteers. One editor per group.
Final Exam (covering the selected research reports)	Monday, May 4 9:00 A.M. to 11:59 P.M.	10%

V. Course Design

The End Point: A Description of the Research Report

The course culminates towards the end of the semester in an exercise in publication through which all students put together a research report and present it to the rest of the class on an electronic platform (wiki).

Research reports are individually produced book reviews or research essays supplemented by related images and/or video clips in a format resembling a Wikipedia article. The reports are evaluated for content and style.

Taken together the whole set of reports mimics a group-authored book composed under the general editorship of the instructor.

One report per group is assigned by group member for the final exam. Groups are formed in Week 12 on the basis of similarity of topic. Each student plays an active role in selecting the report from his or her group subjected to exam. And, of course, each student will read the sub-set of reports selected to final exam. Thus, students generate a portion of the materiel presented in the course.

NOTE: You will be evaluated only on the basis of your individual performance. There are no group grades in this course. Thus, if one of your group mates does not deliver, you will not be penalized.

In formal terms, students' individual research reports take the form of either a research essay or a book review. A research essay is a text answering a specific research question with the help of multiple sources (books, academic journal articles, others). A book review summarizes and evaluates a single book's argument. More detailed descriptions of grading standards for research essay and book review will be circulated in due time.

Brief Interim Research Descriptions help the instructor guide the students in composing effective research reports. They are not drafts or report or outlines.

The Preparatory Phase

However, before undertaking to write a research report on protest movements, students must become familiar with basic knowledge related to the topic.

And so during the first phase of the course (weeks 1-11), all course participants read the same materials and answer the same quiz questions and the same discussion questions.

For fun and profit (extra-credits) you may engage your classmates and/or the instructor in dialogue in the ENGAGING CLASS PARTICIPANTS Discussion Board.

During each week of the first phase, **every** student takes the quiz **and every student** answers the questions formulated by the instructor. Students post their respective answers in their respective group Discussion Board in Webcourses@UCF.

For a given week during the first phase, the quiz is available until Monday evening (11:00 P.M.). It is probably best to take the quiz before composing your answers in a word processing program and then pasting them in one single visit to the Week's Discussion Board in Webcourses.

Follow the instructions in the document titled *How to Answer Weekly Questions* found in Webcourses@ucf.

You have access to other students' answers once you posted any text, however insubstantial, in the Board. **Therefore, to avoid being suspected of plagiarism**

and risk a F grade in the course, you must post your entire answer in a single visit to the Week's Discussion Board.

Why These Exercises?

The course's exercises replicate as much as possible real professional life situations and emphasize personal accountability in achieving individual and collaborative tasks. There is no group or collective grades in this course.

The exercise in research report composition and timely circulation to peers and instructor and collaborative interactions duplicates the type of work students will likely be expected to perform during their future career as leaders in complex organizations, such as putting together analyses of organizational challenges to prepare executive decisions. The exercise thus exemplifies what the pedagogical literature calls an "authentic form of assessment," i.e. a university assessment closely resembling actual work-life tasks.

The course also stresses individual accountability. There are no group scores, only individual scores related to individual performance of the various tasks, whether the task is individual or collaborative in nature.

VI. Course Materials

You will need to have ready access to the following:

David S. Meyer, *The Politics of Protest: Social Movements in America.* New York: Oxford University Press, **second edition**, 2015, ISBN: 978-0-19-993713-4. **Avoid the first edition.**

Doug McAdam and Karina Kloos, *Deeply Divided: Racial Politics and Social Movements in Post-War America*. Oxford University Press, 2014, ISBN: 978-0-19-993785-1. (Also available in electronic format.)

We will also be viewing documentary films on specific protest episodes or movements. Some of these documentaries will require the payment of fees for online viewing. One film (*Selma*) will likely require a visit in a commercial theatre near you.

VII. Course Objectives

Global Course Goals

A/ Students will learn concepts and theories illuminating the connections between protest, institutions, politics and policy in the United States.

B/ Students will reflect on the tensions and connections between democratic governance and extra-institutional methods of influencing politics.

C/ Students will develop the ability to apply the concepts learned to new situations.

D/ Students will develop a reflective response to protest.

E/ To develop students' ability to work productively in small groups, thereby improving workplace skills.

Instructional Objectives

At the end of this course students should be able to:

1. Distinguish protest from other forms of political participation and pressure.
2. Identify and describe the features of the U.S. constitutional design providing opportunity for effective protest.
3. Identify the contextual circumstances favouring or impeding protest.
4. Identify and describe the various types of persons usually engaging in protest activity and the patterns of their engagement.
5. Identify and describe the opportunities for coalition and the threats of disintegration leaders of protest movements typically face.
6. Identify and describe the various aspects of the process of institutionalization a successful protest movement may experience.
7. Identify and describe the distinct phases in the process of public policy-making when protest movements might have an impact on policy outcomes.
8. Describe competing claims about the acceptability and non-acceptability of extra-institutional forms of political pressure for democratic governance.
9. To divide group tasks in clear and functional ways, to communicate ideas effectively, to listen attentively to other students' ideas and viewpoints, to demonstrate responsibility toward the group, and to integrate their ideas and contributions in a larger ensemble.

VIII. Course Prerequisites

A university course on American National Government or permission of the instructor is required to enroll in this course.

IX. Course Credits

3 credits

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

X. Course Schedule

This course schedule is subject to change.

NOTE: Always check the Weekly Modules for updates. Schedule adjustments (if any) will be announced in the weekly modules. The weekly modules also provide the discussion questions. Also regularly check the Announcement function in Webcourses.

Week 1, Jan. 12 to Jan. 19

The Constitution Promotes and Frustrates Protest

- **Answer the questions related to the "Knowledge/Perception of Protest American Politics BEFORE taking the course" by Friday Jan. 16, at 11:59 P.M. See the Assignment function in Webcourses. Answer these questions before reading any of the course assigned readings.**

- **Read Meyer, Preface, Introduction, chapters 1-2.**

- **Take the Quiz** (before Monday Jan. 19 at 11:00 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday Jan. 19 at 11:00 P.M.). **The instructor announces in due time the questions in the Weekly Module section of Webcourses@UCF**.
- **This sequence of weekly quiz and discussion questions is repeated until Week 11 inclusively.**

Week 2, Jan. 19 to Jan. 26
Recruiting and Coordinating Activists

- **View: *Iron Jawed Angels* (documentary film, 124 minutes), available at: https://www.youtube.com/watch?v=SiZRUoqWKB0**
- **Read: Meyer, chapters 3-4.**

- **Take the Quiz** (before Monday Jan. 26 at 11:00 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Group's Discussion Board** before Monday Jan. 26 at 11:00 P.M.

Week 3, Jan. 26 to Feb. 2
Strategy and Tactics

- **View documentary film TBA**
- **Read: Meyer chapter 5.**
- **Read: McAdam and Kloos, chapter 1.**

- **Take the Quiz** (before Monday Feb. 2 at 11:00 P.M.) covering the reading materials assigned for the week.

- **Post your individual answers to the Week's Discussion Board** (before Monday Feb. 2 at 11:00 P.M.).

Week 4, Feb 4 to Feb 9
Communication for Mobilization

- **View documentary film TBA**
- **Read Myer chapter 6**
- **Read McAdam and Kloos, chapter 2**

- **Take the Quiz** (before Monday Feb. 9 at 11:00 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday Feb 9 at 11:00 P.M.).

Week 5, Feb. 9 to Feb. 16
Civil Disobedience

- **View the film *Selma*** (Directed by Ava DuVernay, 128 minutes) in a commercial theater near you.
- **Press Dossier on the film *Selma* (see the related URL's in Week 5 Module).**
- **Read Meyer, chapter 7.**
- **McAdam and Kloos, chapter 3.**

- **Take the Quiz** (before Monday Feb. 16 at 11:00 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday Feb. 16 at 11:00 P.M.).

Week 6, Feb. 16 to Feb. 23
When Protest Gets Institutionalized

- **View documentary film TBA**
- **Readings TBA on the limits of legitimate protest.**
- **Read Meyer, chapter 8.**

- **Dear McAdam and Kloos, chapter 4.**

- **Take the Quiz** (before Monday Feb. 23 at 11:00 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday Feb. 23 at 11:00 P.M.).

Week 7, Feb. 23 to Mar.2
When Everyone Protest

- **View documentary film TBA**
- **Read Meyer, chapter 9.**
- **Read McAdam and Kloos, chapter 5.**

- **Take the Quiz** (before Monday Mar. 2 at 11:00 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday Mar. 2 at 11:00 P.M.).

Week 8, Mar. 2 to Mar. 9
How Movements Shapes Policy

- **View documentary film TBA**
- **Read Meyer, chapter 10.**
- **Read McAdam and Kloos, chapter 6.**
- **Take the Quiz** (before Monday Mar. 9 at 11:00 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday Mar. 9 at 11:00 P.M.).

Week 9, Mar. 9 to Mar. 16
Spring Break

- Gone fishing!

Week 10, Mar. 16 to Mar. 23
Protest in the Obama Years

- **View documentary film TBA**
- **Read Meyer, chapter 11.**
- **Read McAdam and Kloos, chapter 7.**

- **Take the Quiz** (before Monday Mar. 23 at 11:00 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday Mar. 23 at 11:00 P.M.).

Week 11, Mar. 23 to Mar. 30
Restoring American Democracy

- **View documentary film TBA**
- **Read McAdam and Kloos, chapter 8.**

- **Take the Quiz** (before Monday Mar. 23 at 11:00 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday Mar. 23 at 11:00 P.M.).

Week 12, Mar. 30 to Apr. 6
Planning and Doing Research

- Peruse the various subject suggestions files put together by the instructor under Files under Research Planning.
- Join a Theme/Group by announcing your interests in the relevant Themes Specific Discussion Board. Note: Group attracting large number of students will be divided by the instructor into sub-groups working on the same theme.

- Carefully read the Grading Matrix for Research Essay or Grading Matrix for Book Review (depending on whether you select the book review or the essay option).
- Submit your **First Interim Research Description** by Monday April 6 at 11:00 P.M. Submit your IRD in your group specific Discussion Board in Webcourses.
- See Webcourses → Files → Research Planning for how to do this in due time. Your research definition must be approved by the instructor. Check the Discussion Board for instructor's feedback on your submission.

Week 13, Apr. 6 to Apr. 13
Doing Research

- Submit your Second Interim Research Description by Monday April 13 at 5:00 P.M. See Webcourses → Files → Research Planning for how to do this in due time.

Week 14, Apr. 13 to Apr. 20
Doing Research

- Submit your Third Interim Research Description by Monday April 20 at 11:00 P.M. See Webcourses → Files → Research Planning for how to do this in due time.

Week 15, Apr. 20 to Apr. 27
Finalizing your Research

- Submit your research report by Friday April 24 at 11:00 P.M. to the instructor and to all your group members via course email. Submit your text as an attachment. Label your file with your last name.
- Submit your vote (with arguments) on which research report from your group should be assigned to final exam to the instructor by Monday morning April 27. Your arguments must demonstrate familiarity with your group mates' report and thoughtful reasoning supporting your vote.

Week 16, Monday May 4
Final Exam

- The final exam covers the subset of all the research reports selected by the various groups. It will resemble the weekly quizzes: multiple choice questions, time limit, etc.
- The exam will be available on Monday May 4 from 8:00 AM until 11:59 PM.

XI. Course Policies

Late Work Policy:

There are no make-ups for missing weekly quizzes or group discussions.

The quiz and discussion board for WEEK 1 will remain open until the end of WEEK 2 (Jan. 26) to provide flexibility for students encountering difficulty securing the assigned readings. No other extension will be provided.

Grades of Incomplete

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

XII. Grading Policy

Quizzes: These short quizzes are meant to evaluate the student's readiness to engage in group discussion. Each quiz is worth 25 points. An average for all quizzes is included in the computation of the final course grade.

Individually submitted answer to weekly discussion questions must meet the standards defined in the relevant documents, i.e. the Weekly Modules. If the standards are not met the student loses points. Each weekly submission of answers is worth 30 points. An average for all weekly submission is included in the computation of the final course grade.

Research reports are graded individually even though they will be assembled on a wiki with other reports related to a similar topic. A grading matrix for the research report is distributed in due time. The research report must have a minimum of 2,000 words and a maximum of 3,000 words. The research report can take one of two forms: research essay or book review. A document specifying the applicable grading standards will be circulated.

Extra credit can be earned by engaging class participants in debate. Follow the standard defined in the relevant document. Extra credit can also be earned by serving as group editor assembling the group members' reports on the course wiki in Week 15. Only one group editor per group.

XIII. Course Policies: Technology and Media

Email: Use my email to communicate with me: Daniel.Marien@ucf.edu. Allow up to 48 hours for a response. Repeat message if you haven't received a response within 48 hours.

XIV. Course Policies: Student Expectations

Disability Access:
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Academic Conduct Policy:
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a failing grade for the entire course and can also result in expulsion from the University.

Students are expected to accurately paraphrase into their own words information gathered from easily identifiable sources when not using quotation marks. Students are expected not to use too many quotations in their own submission. A text containing more than 10-15% quotations is not acceptable.

Turinitin.com:
In this course the instructor reserve the right to submit students' texts to Turnitin.com, an automated system comparing a given text with billions of web sites, as well as an enormous database of student papers that grows with each submission. The instructor submits your texts or essays to Turnitin at his discretion. Student found guilty of plagiarism will receive a failing grade for the entire course.