Protest in American Politics
POS 3234-0W59
Fall 2018

Dr. Daniel Marien
Department of Political Science
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor: Dr. Daniel Marien
Teaching Assistant: Tutku Ayhan

Office: Phillips Hall, room 302.

Office Hours (for the period from 8/21 to 12/6:)

Tuesdays from 1:30 PM until 5:00 PM (with the exclusion of the 3-4 PM period on 9/4, 9/18, 11/2, 11/16, 10/30, 11/13, 11/27).

Thursdays from 1:30 PM until 5:00 PM.

Or make an appointment for a phone conversation via course email. I am available for phone conversations all day, every day of the week. Online students who cannot come to campus for a face to face consultation during office hours could greatly benefit from a phone conversation to discuss any issues they might have. So, do not hesitate to reach out in this manner.

I. Course Description

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

This course will examine how and under what conditions protest movements emerge, how and why people become activists, how social movement organizations frame protest and deal with the challenge of coalition building.

The course will illustrate these issues with an examination of concrete protest in specific situations: The Poor's People Campaign of 1967-68; the women's movement; the LGBT movement; the environmental movement, U.S. right wing movements; and the global movement for social justice.

At the end of the semester, students will build a case study of a specific movement of their choice by drawing on journalistic, biographical and/or historical sources.

II. Course Materials

You will need to have ready access to the following:

Suzanne Staggenborg, *Social Movements*, 2016, **second edition only**, Oxford University Press. ISBN: 978-0-19-936359-9.

Michael K. Honey, *To the Promise Land: Martin Luther King and the Fight for Economic Justice*, 2018, Norton. ISBN: 978-0-393-65126-3.

Video documents will also be occasionally assigned. Most will be available online for free. Some may require the disbursement of a small fee.

A student subscription to the *New York Times* may also prove useful ($7 per month).

III. Basic Course Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbook; (3) to log-on to the course's website at least twice a week via the Home Page. The Home Page is where you will find updates, general feedback and other useful information; (4) to take quizzes and submit postings in due time in normal circumstances; (5) to respect the rules of academic honesty, in particular never to present text not their own as their own wording.

IV. Student Learning Outcomes

LO-1: Students will be able to describe with a high degree of accuracy key concepts in the study of social movement. Specifically:

a) The different definitions given to the concept of social movement and their implications for research;
b) How movement mobilize and recruit participants;

c) How social movement organizations select strategies and mount effective campaign;
d) How movements relate to mass media;
e) How to understand and describe movement outcomes.

LO-2: Students will be able to apply with a high degree of accuracy the concepts of social movement theory to a set of concrete protests episodes and movements.

LO-3: Students will be able to build a theoretically grounded case study of a movement of their choice with the help of journalistic, biographical or historical sources.

V. Assessment Overview

Assessment Overview

WHAT	WHEN	POINTS
Before Course Perception of Protest This serves to free up your financial aid.	Friday 8/24: 11:59pm Attach file in Dropbox Labeled: LASTNAME_Before	**2**
After Course Perception of Protest	Monday 11/27: 11:59 PM Attach file in Dropbox Labelled: LASTNAME_After	**3**
Bi-Weekly Quiz Average Each quiz is over 40 points. An average is used to compute the final course grade	by Monday Evenings 11:59 P.M. every two weeks (unless that Monday is a UCF holiday; then on following Tuesday)	**40**
Bi-Weekly Discussion Post Average	by Monday Evenings 11:59 P.M. every two weeks	**25**

Each weekly post is over 25 points. An average is used to compute the final course grade	(unless that Monday is a UCF holiday; then on following Tuesday)	
Press Dossier on a protest movement (See description in Files)	**Weekly** postings from Week 4 until Week 10. (Sept. 11 to Oct. 22)	**10**
Weekly Interim Research Reports (Description in File)	Weeks 11 to 14 Weekly on 11/5; 11/13; 11/19; 11/26.	Penalty for non-submission (up to 3 points for each non-submission)
Case Study 1,500 to 2,500 words (Description in File)	due Monday 12/3 at 11:59 PM Upload a file in Dropbox Labelled: LASTNAME_Topic	**20**
TOTAL		**100**

HOW TO FIGURE YOUR FINAL COURSE GRADE:

The grade totals in the Canvas Grade Book can be terribly misleading. To figure out your standing in the course, follow the simple method described below.

Enter your personal scores for these values:

Before/After + Quiz Average + Post Average + Press Dossier + Final Essay = Total in points over 100.

Then convert that numerical total into a letter grade in accordance with the Grading Scale below.

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

Note that a single quiz and a single post grant only a fraction of a course point since there are several such quizzes and post and their scores are averaged out at the end of the semester. By contrast, the After/Before submissions and case study grant full course points. You do not want to miss on those.

VI. Course Prerequisites

American national government.

VII. Course Credits

3 credits

VIII. Course Schedule

Always check the Home Page for updates, general feedback and other useful information. Changes are not likely, but, if they occur, they will be limited. Nevertheless not paying attention to announced change might hurt your grade.

The Bi-Weekly Discussion Boards update the Course Outline: in case of a discrepancy between the Course Outline and the Discussion Board of the week, the Board is correct.

Week 1, Monday 8/ to Monday 8/27: Introduction

Read the Course Outline to familiarize yourself with the course structure.

Read Staggenborg, chapter 1

Turn in your BEFORE course submission before Friday 8/24 at 11:59 PM, upload a Word file labelled with your last name, ex.: NAME_Before.

Instructor's Remarks and/or video documents will occasionally be assigned on any given week. Follow the instructions given in the Bi-Weekly Discussion Board.

Quizzes and answers to Discussion Questions are due every two weeks from Week 1 to Week 10 (i.e. Oct. 22). The quiz and discussion questions cover the material seen in the preceding two weeks only.

Week 2, 8/28 to 9/4: Theories of Social Movement

- Quiz and Discussion Questions will cover Staggenborg, chapters 1 and 2.
- Read Staggenborg., chapter 2
- **Monday 9/3 is a UCF Holiday: Weeks 1-2 Quiz and Discussion Answers are exceptionally due on Tuesday, 9/4.**

Week 3, 9/4 to 9/10: Issues in the Study of Social Movements

- View: TBA
- Read Staggenborg, chapter 3

Week 4, 9/11 to 9/17: The Protest Cycle of the 1960s

- Read Staggenborg, chapter 4
- Read Honey, Introduction
- Post your contribution to the Media Portfolio in the relevant Discussion Board.
- **Weeks 3-4 Quiz and Discussion Questions due on Monday 9/17, 11:59 PM.**

Week 5, 9/18 to 9/24: The Women's Movement

- View *Iron Jawed Angels*
- Read Staggenborg, chapter 5
- Read Honey, chapter 1
- Post your contribution to the Media Portfolio in the relevant Discussion Board.

Week 6, 9/25 to 10/1: The Poor People/LGBT Movement

- Read: Staggenborg, chapter 6
- Read Honey chapter 2
- **Weeks 5-6 Quiz and Discussion Questions due on Monday 10/1, 11:59 PM.**
- Post your contribution to the Media Portfolio in the relevant Discussion Board.

Week 7, 10/2 to 10/8: Poor People/Environment

- View: TBA
- Read: Staggenborg, chapter 7
- Read Honey chapter 3
- Post your contribution to the Media Portfolio in the relevant Discussion Board.

Week 8, 10/9 to 10/15: Poor People/Right Wing Movements

- Read: Staggenborg, chapter 8
- Read Honey chapter 4
- **Weeks 7-8 Quiz and Discussion Questions due on Monday 10/15, 11:59 PM.**
- Post your contribution to the Media Portfolio in the relevant Discussion Board.

Week 9, 10/16 to 10/22: Poor People/Global Justice Movement

- View: TBA
- Read: Staggenborg, chapter 9
- Read Honey chapter 5
- Post your contribution to the Media Portfolio in the relevant Discussion Board.

Week 10, 10/23 to 10/29: Social Movement and Social Change

- Read: Staggenborg, chapter 10
- Read Honey chapter 6
- **Weeks 9-10 Quiz and Discussion Questions due on Monday 10/29, 11:59 PM.**

- Post your contribution to the Media Portfolio in the relevant Discussion Board.

Weeks 11-15, 10/30 to 12/3: Building Your Case Study

- Consult the documents on Building a Case Study, available in Files.
- Submit Weekly Interim Reports in the relevant Discussion Board. **Penalty of 3 course points for every non-submission.**

IX. Policy Statements

Make-up Exams and Assignments
Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.
Can't make the deadline for other reasons than those listed above? Contact the instructor with an explanation and a request for a specific deadline extension.

Academic Integrity
Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.
- *Marien's own addition to UCF policy:* the listing of works cited not materially used in a post or essay also constitutes a breach of academic honesty. It misrepresents the depth of research done.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Turinitin.com:

In this course the instructor may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. The instructor submits your texts to Turnitin at his discretion. Student found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

In particular, bi-weekly postings must be original. To ensure originality, students are not able to view classmates' posts before they have themselves posted in the Discussion Board. Students are also not able to edit their postings after having posted it in the Discussion Board. **It is strongly recommended that you compose your post in a word processing file, review it there for content and style and only then paste the final product in the Discussion Board.**

Quizzes are individual exercises with open access to the materials but limited time to answer the questions.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility

Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki.

While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.