

**American Studies 525**  
**Social Movements in American Studies**  
**Spring 2014**

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**Introduction and Course Description**

Social movements may be one of the most talked about yet most misunderstood social realities. Reflecting the sensationalism of media culture, the emphasis of spontaneity from the movements themselves, the embrace of spectacle, the celebration of white/male/middle-class movements and leaders, the hegemonic thinking that change comes from established institutions, and the erasure of certain movements, communities, and people, social movements are both hyper visible and invisible. They are both legible and illegible within both the national consciousness and academic discourses. This class seeks to better understand not just the unexplored/underexplored/erased/ invisible social movements within both historic and contemporary moments but to theorize and think through movements of change – to understand the strategizes, tools, framing mechanisms, discursive articulations, tactics, and elements of organizing and activism that operate in/thru social movements. Looking at a myriad of movements, we move beyond simply understanding and remembering movements of years past, theorizing about movements forward, and their shared “freedom dreams.”

**Course Requirements**

**Attendance**

You are expected to attend class every day, arrive on time, and participate in an informed and consistent manner. If you are absent from class, it is your responsibility to check on announcements made while you were away.

**Participation (20%)**

As a graduate course, this is your space to engage, discuss, and collectively analyze. I hope each and every class will elicit discussion, debate, and critical engagement. As such, in order for this class to be productive you will need to come to class each and every day prepared to discuss the material. This requires more than simply doing the reading (WHICH IS ESSENTIAL), but arriving at class with a readiness to discuss the issues for that day. Participating in class not only consists of talking, but also includes **listening** (please do not talk while others are speaking), interacting with your peers, and contributing to our classroom energy.

There are three additional ways to enhance your participation grade and contribution to class:

- You can participate in course blog, where I will regularly post articles, information about authors read in class, including biography, twitter and blog information
- You can e-mail me comments or questions prior to class
- You can hand me a note at the beginning of class that asks specific questions (or relays comments)
- You can also enhance participation grade by reading academic blogs and commentaries, engage scholarly works, read daily newspapers in print or online and bringing the class's attention to relevant articles/developments

**Participation Portion of grades based on following:**

17-20 Points: Active participant in class in all regards; enhances and invigorates the class

13-17 Points: Participates and contributes regularly; does not push class conversations in new directions but often contributes

9-12 Points: Contributes on occasions but does so at basic level; engaged, but not active

5-8 Points: Rarely contributes, but present; shows limited effort and interest in class

2-4 Points: Does not contribute, but physically present for most part; brings little energy and generally demonstrates little interest or effort within class

0-1 Points: Detracts from overall success of class because of disinterest, disengagement, negative attitude, rudeness, non or disruptive/destructive participation, etc.

**Facilitation and Discussion Preparation (10%)**

In many cases, our classes will start class with a Skype conversation with the author or editor of that week's book. It will be your job to come up with 3-5 questions for that day's author/editor. You will also come up with 3-5 questions, which will guide the class in a post-Skype discussion. Each student will be responsible for one class meetings (2 x 10%).

**Author Letter (10%)**

You are responsible for writing a handwritten letter to one of the authors read in our class. This should not be a book that you are presenting on for class. Letters should

engage the work, ask questions, inquire about the author's larger projects/biography, seek advice, or otherwise simply converse. This is an important opportunity to engage the work/author on a different level.

### **Paper(s)**

The primary focus for this class is a semester long project/paper, which should in some way engage the history, theorizing, and sociological/cultural treatment of social movements. In an effort to foster skill development and emphasize the importance of communicating ideas, analysis, and argumentation in different contexts, you will be responsible for producing four installments of your project:

1. **Abstract:** In 50 words and in 200 words, describe your project and its principle argument
2. **Popular Piece:** Public scholarship represents an important facet of the academic profession. Spawned by social media and the power of the Internet, the ability to disseminate analysis and communicate to a myriad of audiences, public scholarship provides significant opportunities. Here, you are to write a 1,200-word essay on your topic. It should be analytically rich, but devoid of discursive pretense and jargon. Most importantly, it should convey the relevance and importance of the work
3. **Conference paper/PowerPoint:** Attending conferences, giving presentations, and classroom lectures are a primary area of focus for our profession. Yet, the skills required to be successful here are often ignored and underdeveloped. So often presentations of our research is little more than reading a shortened version of a paper. As such, with this installment, you will produce a PowerPoint presentation for your topic as if you were presenting at a conference. Focus on communicating ideas beyond the written text.
4. **Final Paper:** Each student will be required to write a critical, 20-25 page paper that builds on/engages existing scholarship. The basic requirements for this assignment are: (1) exploring an issue/concept/idea connected to those issues and topics raised within class; (2) offering an argument; (3) engaging and building upon existing scholarship. While it is desired that you build upon course themes, it is equally important to pick a topic that you are passionate about and one that benefits your overall graduate study.  
Grading for the research paper will be based on its: **CONTENT** (clear argument, analysis, presentation of specifics/evidence, level of details, & uniqueness), **QUALITY OF WRITING** (grammar, punctuation, format, paragraphing, title, sentence variety), **LEVEL OF ENGAGEMENT WITH RELEVANT SCHOLARSHIP** (You

must demonstrate mastery and understanding of scholarship) and EFFORT.

### Assignment Schedule

<b>Due Date**</b>	<b>Assignment</b>	<b>Grade Value</b>
<b>TBA</b>	<b>Facilitation</b>	<b>10 points</b>
<b>April 23, 2014</b>	<b>Author Letter</b>	<b>10 points</b>
<b>January 29, 2014</b>	<b>Abstract</b>	<b>5 points</b>
<b>February 26, 2014</b>	<b>Popular Piece</b>	<b>15 points</b>
<b>March 26, 2014</b>	<b>Conference PowerPoint</b>	<b>15 points</b>
<b>May 3, 2014</b>	<b>Final Paper</b>	<b>25 points</b>
<b>Everyday</b>	<b>Participation</b>	<b>20 points</b>

### Grading Scale

100-93: A  
92-90: A-  
89-87: B+  
86-83: B  
82-80: B-  
79-77: C+  
76-73: C  
72-70: C-  
69-67: D+  
60-69: D  
59 and Below: F

## Course Outline and Readings

January 15 – Course introduction

January 22 - *We Will Shoot Back: Armed Resistance in the Mississippi Freedom Movement* by Akinyele Omowale Umoja (**Skype confirmed**)

January 29 - *Want to Start a Revolution?: Radical Women in the Black Freedom Struggle* edited by Dayo F. Gore, Jeanne Theoharis, and Komozi Woodard

February 5 - *Black against Empire: The History and Politics of the Black Panther Party* by Joshua Bloom

February 12 - *From the Jaws of Victory: The Triumph and Tragedy of Cesar Chavez and the Farm Worker Movement* by Matthew Garcia (**Skype confirmed**)

February 19 - *¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement* by Maylei Blackwell

February 26 - *The DREAMers: How the Undocumented Youth Movement Transformed the Immigrant Rights Debate* by Walter Nichols (**Skype Confirmed**)

March 5 - *Anthem: Social Movements and the Sound of Solidarity in the African Diaspora* by Shana Redmond

March 19 - *Spaces of Conflict, Sounds of Solidarity: Music, Race, and Spatial Entitlement in Los Angeles* Paperback by Gaye Theresa Johnson (**Skype confirmed – 3:00 PM**)

March 26 - *Native Americans and the Christian Right: The Gendered Politics of Unlikely Alliances* by Andrea Smith (**Skype confirmed**)

April 2 - *Moving Politics: Emotion and ACT UP's Fight against AIDS* by Deborah B. Gould

April 9 - *Safe Space: Gay Neighborhood History and the Politics of Violence* by Christina B. Hanhardt

April 16 - *Feeling Women's Liberation* by Victoria Hesford

April 23 – *¡Black Star, Crescent Moon: The Muslim International and Black Freedom beyond America* by Sohail Daulatzai

April 30 - *Black, White, and Green: Farmers Markets, Race, and the Green Economy* by Alison Hope Alkon (**Skype Confirmed**)

This syllabus and schedule are subject to change in the event of extenuating circumstances and shifts in class needs. If you are absent from class, it is your responsibility to check on announcements made in your absence.

### **Course Policies**

While, we can certainly expand on these the following represents a few guidelines for our class:

- 1 READ, READ, READ
- 2 Arrive to class on time
- 3 Be respectful of others, in terms of engaging and listening to other's analysis, commentaries, points of discussion
- 4 Reflect on social location
- 5 Respect and understand rage
- 6 Don't be rude

### **Cheating**

DON'T DO IT! What constitutes cheating: Turning in any work that is not yours and yours completely, which includes using a "cheat sheet," copying the answers from a peer, copying and pasting from a website, copying a friend's work, etc. If someone else said it, wrote it, thought it, etc. give them credit – DON'T STEAL THE INTELLECTUAL WORK OF OTHERS. Your failure to follow these basic instructions, to respect the classroom, to take the easy route, to be in the business of pretending to learn, think, analyze, and otherwise be a student, is not acceptable in any regard. What this means is that if you cheat, you will receive a "0" for that assignment and you will be reported to the Office of the Dean of Students. Any decision to violate the sanctity and purpose of the classroom leaves me with little choice in this regard. If you are unfamiliar with WSU policy regarding cheating and confused as to what constitutes cheating (plagiarism), please consult the Standards for Student Conduct found here: <http://conduct.wsu.edu/default.asp?PageID=109>

### **Students with Disabilities**

I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodation to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC, located Washington Building, Room 217. To make an appointment with a disability specialist, please call 335-3417.

### **Emergency Notification System:<sup>1</sup>**

WSU has made an **emergency notification system** available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information when

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<sup>1</sup> From T & L 589 syllabus of Dr. Paula Groves Price

registering for classes on ROnet. Please refer to the University emergency management website <http://oem.wsu.edu/emergencies> as well WSU ALERT <http://alert.wsu.edu> for information on WSU's communication resources WSU will use to provide warning and notification for emergencies. The entire WSU safety plan can be found at <http://safetyplan.wsu.edu>.

### **Primary Learning Outcomes**

- Identify the ways in which public culture and popular culture contribute to the construction of race
- Ability to think through continuities of systems of oppression; understand systems of power and domination within and beyond the context of public culture and popular culture
- Identify the ways in race functions in a myriad of institutions
- Recognize and understand the dialects that exist between popular culture, cultural/material discourse and identity formation
- Recognize and understand the ways in popular culture exists as space of pedagogical instruction
- Articulate the ways in which community, members, scholars, artists, and activists resist assimilation, demonization, and racism
- Understand the ways in which injustice and inequality operate within a myriad of institutions
- Develop skills related to the dissemination and production of knowledge