

**Sociology 59**  
**Social Movements in American Society**  
**University of North Carolina at Chapel Hill**  
**Fall 2007**

Professor Kenneth Andrews

Office: 209 Hamilton

Office Hours: Wednesday 1-2, Thursday 10-11, and by appointment

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Classroom: Murphey 220

Class Meeting: Tuesday – Thursday 2:00-3:15

Course webpage: [blackboard.unc.edu](http://blackboard.unc.edu)

**Course Description and Goals**

Through social movements people seek to transform the world around them. Why do people join movements, why do movements emerge so dramatically, how do movements work, and when are movements able to create the broader changes that they seek? Over the semester we will focus on four movements that have led to major social, political, and cultural changes over the past several decades -- the civil rights, women's, environmental, and conservative movements. We draw on the ideas and research of sociologists, historians, political scientists, and others to provide a deeper understanding of social movements and social change.

The course has several interrelated goals. First, we will learn a great deal about several important social movements that have and continue to shape our lives and the broader society we live in. Second, we will draw on the concepts and theories of social scientists to gain a deeper appreciation for why and how people participate in movements and to the origins, dynamics and impacts of those movements. Third, because social movements pose big questions about the lives we lead and the society we share, we will also reflect on and deepen our own perspectives on the social and political issues addressed by social movements. Fourth, by studying these movements and thinking critically about them, we will develop a "sociological imagination" – understanding how our personal biographies intersect with and are shaped by historical forces. Finally, through the course we will develop skills related to writing analytically, active participation in seminar discussion, and designing and carrying out collaborative research projects.

**Office Hours**

My office hours are Wednesday from 1:00 to 2:00 and Thursday from 10:00 to 11:00. I encourage you to stop by to talk about any aspect of the course or UNC. If you have a conflict during my regular office hours because of another course, work or other obligation, please let me know and we can arrange another time to meet. You should also use email for questions that don't require a more extended discussion.

## Readings

I have ordered four books for this class through the campus bookstore. You can also order these books online if you prefer. Other readings including articles, selected chapters from other books, and primary documents such as essays by and interviews with movement activists or newspaper articles will be made available on a course webpage (through blackboard) which will require a password for access.

The books are:

- (1) Doug McAdam. Freedom Summer. Oxford: Oxford University Press, 1988.
- (2) Ruth Rosen. The World Split Open: How the Modern Women's Movement Changed America. New York: Penguin, 2000.
- (3) Kirkpatrick Sale. The Green Revolution: The American Environmental Movement 1962-1992. New York: Hill and Wang, 1993.
- (4) John Micklethwait and Adrian Wooldridge. The Right Nation: Conservative Power in America. New York: Penguin, 2004.

## Assignments and Evaluation

Participation and attendance (20%) – A seminar can only succeed with regular and active participation from all of the members. This means that you must be in class, but more importantly you must come prepared – having read and reflected upon the reading for our meetings – and you must engage in our ongoing conversations. If participation lags, we may use in class quizzes to facilitate preparation for class meetings that will count toward your participation grade. If you will miss class because of a medical or other emergency, you must let me know in advance or shortly after. Excused absences are based on my judgment call.

Weekly Responses to Reading and Reflection Questions (20%) – You will be required to post written comments and reflections to Blackboard. Each week I will provide a set of reading and reflection questions, and you will write responses to selected question by Monday at 7 pm. Your entries should be concise contributions of a 1-2 pages.

Final Research Paper and Presentation (40%) – You will work in small groups to develop a research project over the course of the semester. These projects will examine some aspect of social movements at UNC, Chapel Hill, or North Carolina. These projects will unfold in several stages including an initial proposal, a research plan, preliminary and final drafts. Your final paper will include original research. We will spend class time and I will meet with you outside of class to help develop your project.

Final Essay (20%) – You will write a final essay that consolidates and reflects on your learning from the semester that will be due during exam period.

Grading Scale: A=100-94; A-=93-91; B+=90-88; B=87-84; B-=83-81; C+=80-78; C=77-74; C-=73--71; D+=70-68; D=67--61; F=60 and below.

## Honor Code

Your participation in this course is covered by the UNC Honor Code (<http://honor.unc.edu/honor/code.html>). If you have any questions regarding plagiarism or other forms of academic dishonesty please see me, and I will be happy to clarify.

## Course Schedule

August 21 Introduction

### Civil Rights Struggle: Origins, Participants, and Legacy

We have all seen the classic images of the civil rights movement and learned about some of the key events and leaders. In this section of the course we will take a different perspective – studying the movement from the ground up to understand how movements emerge, how participants in them and why, and what are the lasting consequences of movements. We begin with the 1960 sit-ins that marked an important transition with the use of confrontational tactics – occupying lunch counters – and the widespread involvement of college students. Why did students protest in 1960 but not earlier? We will move from the 1960 sit-ins to the 1964 Freedom Summer campaign when college students organized a massive campaign to organize in Mississippi. Who were the students that participated in this historic event, what was it like to participate, and how were their lives transformed? Finally, we will include our investigation of the civil rights struggle by considering the accomplishments and setbacks that have occurred since the mid-1960s?

- August 23 Student Protest: The 1960 Sit-ins  
Film: “Ain’t Scare of Your Jails”  
William Chafe, “The Sit-Ins Begin,” Pp. 71-101 in Civilities and Civil Rights, 1980.
- August 28 Origins of the 1960s  
Aldon Morris, “Black Southern Student Sit-In Movement” American Sociological Review 1981, Vol. 46, pp. 744-767.  
Howell Raines, Selected Interviews from My Soul is Rested, Pp 75-108., 1977.  
Selected Primary Documents: Eyes on the Prize Reader, pp 80-90
- August 30 Using the Sociological Imagination to Understand Protest and Movements  
C Wright Mills “The Promise” from The Sociological Imagination
- September 4 Becoming an Activist  
Doug McAdam, Freedom Summer, Chs. 1 and 2
- September 6 Community Organizing during Mississippi Freedom Summer

Film: Freedom on My Mind

- September 11 Activist Experience:  
McAdam, Chs. 3 and 4  
Selected Primary Documents: Letters from Mississippi, Selection from Anne Moody's Coming of Age in Mississippi, Selections from the Student Voice (SNCC Newsletter)
- September 13 How Activism Shapes One's Life: Freedom Summer Activists 20 Years Later  
McAdam, Chs. 5 and 6
- September 18 Legacies of the Civil Rights Struggle  
Kevin Kruse. Selection from White Flight: Atlanta and the Making of American Conservatism  
Lassiter. Selection from The Silent Majority.
- September 20 Movement Consequences  
Adam Fairclough "The Continuing Struggle" Better Day Coming  
Philip A. Klinkner. "Benign Neglect?" from The Unsteady March
- September 22 **Project Day**

**The Women's Movement: Transforming the Public and Private Sphere**

Movements often create the seedbeds for other movements as the civil rights struggle did for the women's movement in the 1960s. However, each movement evolved quite differently in the 1970s and beyond, and we will focus on similarities and differences in each movement's origins, participants, and tactics. While civil rights protest took place "in the streets", the women's movement used innovative tactics such as consciousness raising and establishing feminist organizations that may have been less visible but quite powerful to change families, schools, workplaces, and government. We will also look at the "backlash" or opposition to feminism and take stock of the movements enduring legacy and the challenges it faces today.

- September 25 The Origins of Feminism  
Ruth Rosen. The World Split Open. Chs. 1 and 2
- September 27 Mainstream and Radical Feminism  
FILM: Step by Step: Building a Feminist Movement  
Selected Primary Documents: (Betty Friedan, "The Problem That Has No Name", NOW Bill of Rights and Statement of Purpose, SNCC Position Paper: Women in the Movement, "No More Miss America", New York Radical Women "Principles", "Redstockings Manifesto")
- October 2 Heyday of the American Women's Movement  
Ruth Rosen. Chs 5-7
- October 4 Proliferation and Backlash

Ruth Rosen. Chs 8-9

October 9 The Consequences and Future of Feminism  
Ruth Rosen. Ch. 10

October 11 **Project Day**

**Environmentalism: Professionalization and Diversity**

In 1970 activists organized the first Earth Day signaling the emergence of a “new” social movement concerned with ecology and pollution. Environmentalists faced distinct challenges in mobilizing people around more seemingly abstract goals and creating a shared identity. Like feminism, the environmental movement has secured numerous changes while diversifying its goals and organizations, but it has also faced strong resistance.

October 16 Environmentalism: Movement Origins  
Kirkpatrick Sale. Green Revolution. Chapters 1-2

October 18 Mid-Term Break

October 23 Mainstream Environmentalism  
Kirkpatrick Sale. Ch. 3-5  
Ronald Shaiko, “From Social Movement to Public Interest Organization,” pp 25-51 in Voices and Echoes for the Environment  
Selected Primary Documents: Essays by Rachel Carson, Dennis Hayes, and Barry Commoner from Major Problems in American History Since 1945, pp.595-607.

October 25 Beyond Mainstream Environmentalism  
Rik Scarce, “Gandhi Meets the Luddites,” pp. 1-13 in Eco-Warriors  
J. Timmons Roberts and Melissa M. Toffolon Weiss. “Race and Development in Louisiana.” From Chronicles from the Environmental Justice Frontline  
Film: Butterfly

October 30 Climate Change and the Future of Environmentalism  
Michael Shellenberger and Ted Nordhaus “The Death of Environmentalism”  
(with responses)

### **Conservative Movement: Political Power and Grassroots Mobilization**

The contemporary conservative movement also has strong origins in the 1960s – when paradoxically it was at its weakest point. How has the movement been able to bring together so many different issues and groups from gun rights to pro-life, from libertarians who want the government to leave them alone to religious activists who want prayer in school, and from isolationists to interventionists in international politics? How did religious leaders who had previously denounced involvement in politics become critical to the public and political goals of a broad social movement? Has the conservative movement reversed changes brought about by the civil rights, women’s and environmental movements? Finally, where does the conservative movement stand today at the end of George Bush’s second term?

- November 1 Profiles of the Conservative Movement in America  
Kristen Luker, “The Emergence of the Right to Life Movement,” pp 126-157 in Abortion and the Politics of Motherhood  
Kelly Patterson, “The Political Firepower of the National Rifle Association”  
Ralph Reed, “How We Got There,” pp 1-26 in Active Faith
- November 6 Origins of  
Micklethwait and Wooldridge, The Rights Nation Chapter 1-4  
Film: With God on Our Side
- November 8 **Project Day**
- November 13 How Activists Built the Conservative Movement  
Micklethwait and Wooldridge, Chapters 5-8
- November 15 Strategy and the Future of the Contemporary Conservative Movement  
Micklethwait and Wooldridge, Chapters 9-11
- November 20 Will Conservative Power Endure?  
Micklethwait and Wooldridge, Chapters 12-15
- November 22 – Thanksgiving Break
- November 27 Social Movements and Advocacy in Contemporary America  
Theda Skocpol, “Voice and Inequality: The Transformation of American Civic Democracy,” Perspectives on Politics, March, 2004.
- November 29 Presentations
- December 4 Presentations