

Professor Sarah Cate  
Saint Louis University  
Department of Political Science

POLS 3930  
American Political Movements

Spring 2020

Tuesdays and Thursdays at 2:15pm – 3:30pm  
McGannon Hall 262

Periodically American politics breaks from its routine of interest group lobbying and elections; previously silent groups find a public voice; the disempowered find the courage and imagination to experiment with new forms of participation; and fundamental questions about power and democracy are posed. What is the source of these periodic upheavals in American politics? What do the aspirations, successes and failures of social movements tell us more generally about the possibilities and limits for democratic and social reform in the United States? This course will focus on struggles concerning labor and racial equality from antebellum U.S. to present day. We will debate the merits of tactics, goals and ideologies in major American political movements.

Office: 124 McGannon Hall

Office Hours: Wednesdays, 1:00pm – 4:00pm, or available by appointment.

Course Materials:

The following books are required reading and are available for purchase at the SLU Bookstore.

Jack Bloom (1987). *Class, Race and the Civil Rights Movement: The Changing Political Economy of Southern Racism.*

Additional readings available on Blackboard under “Files.”

Course Requirements:

Readings and Lectures: Students are expected to read the assigned readings prior to the lectures on the same subject. Lecture attendance is mandatory—and necessary—for success in the course. Information about tests, changes in reading assignments, etc. may be made during class periods. You are responsible for knowing this information, whether you have attended class or not. A sign-in sheet will be circulated in lecture.

Participation: Active participation is a key part of the course, as is weekly attendance. Students are required to complete the assigned readings before lecture that week and to come to lecture prepared to discuss the main themes of the readings. Be sure that you can summarize each assigned reading, describe the central questions and provide some critical assessment of the work.

Quizzes/In-class writing: There will be short quizzes or short writing assignments in class once a week. This is a way to help you process the material and be better prepared for the major exams. The quizzes and writing topics will cover material from the readings and/or previous lectures.

Reflection papers: There will be two reflection papers that you turn in during each half of the term. These papers will be based on additional reading/viewing you pick to do from a provided list. More details will be given in class and posted to blackboard.

Midterm exam: The midterm exam will be on Thursday, March 5<sup>th</sup>, 2:15pm-3:00pm. It will consist of a combination of multiple-choice questions and short essay questions. More details about the format and content of the exam will be given out as the test date approaches.

Final exam: The final exam will be on Thursday, May 7<sup>th</sup>, 2:00pm – 3:50pm. The exam will be comprehensive. It will cover material presented throughout the semester but will be weighted toward the second half of the course. It will consist of a combination of multiple-choice, short answer, and essay questions. More details about the format of the exam will be given out as the test date approaches.

Grade:

**\*You must complete ALL assignments to pass the course\***

Your grade in the course is broken down as follows:

Participation and attendance: 15%

Quizzes: 15%

Reflection Papers: 15%

Midterm exam: 25%

Final exam: 30%

Classroom requirements: Any use of cell phones is strictly prohibited while class is in session. Turn your cell phone off while in class. Videotaping or tape-recording lectures is not allowed without first getting permission from the professor.

**Use of laptops is not permitted because they are distracting to your classmates and the professor.**

E-mail: If you have a pressing administrative question about the course, contact the professor via e-mail (sarah.cate@slu.edu). If you have substantive questions or comments about the content of the course or American politics more generally, come see the professor during office hours.

*Before outlining the schedule of reading and assignments, the following sections detail important policies and resources provided by the University. Please take the time to carefully read through these paragraphs so you are aware of your rights and resources and so you can notify me of any questions or concerns you might have.*

## **Title IX**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses: [www.slu.edu/here4you](http://www.slu.edu/here4you) and <https://www.slu.edu/general-counsel>.

## **Disability Services**

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact to Disability Services.

## **Academic Integrity**

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: [https://www.slu.edu/provost/policies/academic-and-course/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf).

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

### **Student Success Center**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

### **University Writing Services**

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

### **Library Resources**

The Librarian for Political Science is Rebecca Hyde. Her office is room 202H of Pius Library. Rebecca provides research assistance with library and other information resources, developing search strategies, finding the right sources for your research project and more. Her can contact her via email ([rebecca.hyde@slu.edu](mailto:rebecca.hyde@slu.edu)) and/or set up an appointment online.

### **Basic Needs Security**

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office ([deanofstudents@slu.edu](mailto:deanofstudents@slu.edu) or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

*Week 1: Overview*

**Tuesday (Jan. 14)**

Introduction, Syllabus, Goals

**Thursday (Jan. 16)**

Readings:

Piven and Cloward, *Poor People's Movements*, Chapter 1, pp. 1-37. (Blackboard).

Bloom, *Class, Race and the Civil Rights Movement*, Introduction, pp. 1-15

*Week 2: Theories of Social Movements*

**Tuesday (Jan. 21)**

Readings:

“Class Notes: Posing as Politics and Other Thoughts on the American Scene.” *The New York Times* – Adolph Reed Jr. (Bb).

“We Are Not What We Seem: Rethinking Black Working-Class Opposition in the Jim Crow South” – Robin D.G. Kelley. (Bb). *ONLY pages 75-79 and 110-112*

**Thursday (Jan. 23)**

Film:

*Free State of Jones*

*Week 3: Antebellum U.S. and the Civil War*

**Tuesday (Jan. 28)**

Reading:

Boyer and Morais, *Labor's Untold Story*, Chapter 1, pp. 11-37. (Bb).

Atkins, *Covering for the Bosses: Labor and the Southern Press*, Chapter 1, pp. 3-18. (Bb).

**Thursday (Jan. 30)**

Reading:

“Class War in the Confederacy: Why Free State of Jones Matters” – Cedric Johnson (Bb)

“White Savior, Rape and Romance?” – Charles Blow (Bb)

Film:

*Free State of Jones*

*Week 4: Civil War and Reconstruction*

**Tuesday (Feb. 4)**

Readings:

“Race and Inequality: Race as a Social Invention to Achieve Certain Goals” – C.

Mukhopadhyay, R. Henze and Y. Moses. (Bb).

**Thursday (Feb. 6)**

Reading:

Bloom, *Class, Race and the Civil Rights Movement*, Chapter I, pp. 18-58

*Week 5: WWI*

**Tuesday (Feb. 11)**

Eugene Debs Speech in Canton, Ohio (Bb).

**Thursday (Feb. 13)**

Reading:

Bloom, *Class, Race and the Civil Rights Movement*, Chapter II, pp. 59-73

Film:

*The Uprising of '34*

*Week 6: World War II*

**Tuesday (Feb. 18)**

Reading:

Atkins, *Covering for the Bosses: Labor and the Southern Press*, Chapter 2, pp. 19-36. (Bb).

**Thursday (Feb. 20)**

Reading:

Bloom, *Class, Race and the Civil Rights Movement*, Chapter III, pp. 74-86

*Week 7: Civil Rights Movement I (Cold War Era)*

**Tuesday (Feb. 25)**

Reading:

Butler, Smedley. *War is a Racket*, pp. 22-66. (Bb).

**Thursday (Feb. 27)**

Reading:

Bloom, *Class, Race and the Civil Rights Movement*, Chapter IV, pp. 87-117

*Week 8: Recap and Midterm*

**Tuesday (March 3)**

Recap and review

**Thursday (March 5) - MIDTERM**

*Week 9*

**NO CLASS – SPRING BREAK**

*Week 10: Civil Rights Movement II*

**Tuesday (March 17)**

Reading:

Bloom, *Class, Race and the Civil Rights Movement*, Chapter V, pp. 120-154

**Thursday (March 19):**

Reading:

Bloom, *Class, Race and the Civil Rights Movement*, Chapter VI, pp. 155-185

*Week 11: Black Power*

**Tuesday (March 24)**

Reading:

Bloom, *Class, Race and the Civil Rights Movement*, Chapter VII, pp. 186-213  
 “Black Power and Coalition Politics” – Bayard Rustin. (Bb).

**Thursday (March 26)**

Ralph Bunche, “A World View of Race.” (Bb).

*Week 12: Vietnam War I*

**Tuesday (March 31)**

Reading:

“The War in America (1965-1967)” from *Vietnam Wars* – Marilyn Young. (Bb).

**Thursday (April 2)**

Reading:

Selections from *Waging Peace in Vietnam* (Bb)

Film:

*The Quiet Mutiny*

*Week 13: Vietnam War II*

**Tuesday (April 7)**

Reading:

Selections from *Soldiers in Revolt* – David Cortright. (Bb)

**Thursday (April 9) – NO CLASS**

*Week 14: Decline of Labor*

**Tuesday (April 14)**

Reading:

Film: *Hearts and Minds* (Watch on your own, link provided on Bb).

“The Crisis of Labour and the Left in the United States” – Mark Dudzic and Adolph Reed Jr. (Bb).

**Thursday (April 16)**

Reading:

“Why Did White Workers Leave the Democratic Party?” – Judith Stein (Bb).

Film:

*Roger and Me*

*Week 15: Flint, MI Before and After*

**Tuesday (April 21)**

Reading:

“Sit Down at Flint” from *Labor’s Untold Story* – R.O. Boyer and H.M. Morais (Bb).

**Thursday (April 23)**

Reading:

“Flint’s toxic water crisis was 50 years in the making” – Andrew Highsmith (Bb).

Film:

*Roger and Me*

*Week 16: Occupy Wall Street and Black Lives Matter*

**Tuesday (April 28)**

Reading:

“You Don’t Need a Weatherman...” - Mark Dudzic (Bb).

“A Herstory of the #BlackLivesMatter Movement” – Alicia Garza (Bb).

“How Racial Disparity Does Not Help Make Sense of Patterns of Police Violence” – Adolph Reed, Jr. (Bb).

**Thursday (April 30)**

Recap and Final Exam Preparation

**Final exam: Thursday, May 7<sup>th</sup>, 2:00pm – 3:50pm.**