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PSC 368
Winter 2020
Levan # 203
M, W 2:40-4:10

RIGHTS-BASED SOCIAL MOVEMENTS

This course explores how social movement activists have used rights to agitate for social change. For example, we will examine how social movements use “rights talk” to build solidarity and mobilize members, how activists use law to implement and enforce social change, and explore the politics of backlash. We will consider these dynamics through an examination of a variety of social movements, including attempts to agitate for racial and gender equity. The course will culminate with students writing a research paper applying course concepts to a rights-based social movements of their choosing.

MATERIALS

There are four required texts for this course. All of these texts are available for purchase in the university bookstore or online. Additional required readings will be made available on D2L.

Alinsky, Saul. 1989. *Rules for Radicals: A Practical Primer for Realistic Radicals*. New York: Vintage Books.

Schmidt, Christopher. 2018. *The Sit-Ins: Protest and Legal Change in the Civil Rights Era*. Chicago: University of Chicago Press.

McCann, Michael. 1994. *Rights at Work: Pay Equity Reform and the Politics of Legal Mobilization*. Chicago: University of Chicago Pres.

Seeley, Megan. 2020. *Fight Like a Girl: How to be A Fearless Feminist*. 2nd Edition. New York: NYU Press.

GRADING

Discussion Papers (8% each)	24%
Participation and Attendance	16%
Annotated Bibliography	4%
Rough Draft	8%
Presentation	8%
Final Research Paper	<u>40%</u>
	100%

Research Paper: This course will culminate with you writing a final research paper. Students will work with the professor to come up with a paper topic which engages with a question or puzzle concerning “rights-based social movements,” broadly understood. Papers should be between 10-15 pages in length, and must include citations from at least six *scholarly* sources. You will complete this paper in stages. Students must submit a research proposal with annotated bibliography by February 17th. Rough drafts will be due March 2nd, and students will present their work to the class on March 4th- March 11th. The final draft of your paper must be placed in the dropbox folder of the course D2L site by 5:00 PM on March 20th.

Discussion Papers: Students will be expected to complete 3 short writing assignments reflecting on course readings over the course of the quarter. I will post discussion questions on D2L and ask you to write a 2-4 page essay answering any *one* of these questions. There are 4 total discussion papers due for the course, worth 8 points each. I will drop your lowest scoring paper, however, meaning only 3 assignments will count towards your final grade. These short essays must include a thesis statement which is supported with at least one citation from the course readings. Hard copies of these essays are due in class on the assigned day. Answers to discussion questions will account for 24% of your overall grade for the course.

Participation and Attendance: Regular and attentive class attendance is necessary to succeed in this course. Students are allowed 2 unexcused absences without penalty. Each additional unexcused absence will result in a 10% reduction in your participation grade. Students who miss class due to illness or other significant personal circumstance are required to complete the Absence Notification Process through the Dean of Students Office (Student Center #307 & DePaul Center #11001) in order to have their absence excused. Students are expected to come to class ready to participate meaningfully in class discussions. This means you have carefully read all required readings.

Late Assignment Policy: Students who miss class for a legitimate reason must inform me in advance, and provide documentation from the Dean of Student’s Office excusing the absence. Students with excused absences may be allowed to make up work without penalty. Otherwise, I will accept late papers up to 3 days after the due date. Late papers will receive a 10% penalty for each day they are late.

Academic Integrity: Any occasion of academic dishonesty, large or small, on *any* assignment, will result in failure for the assignment and/or the entire course and disciplinary action. Work done for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook or by visiting Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>). Please note that ignorance of prevailing academic conventions or of DePaul’s policies is never an excuse for a violation.

Students with Disabilities: Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. For more information please visit www.studentaffairs.depaul.edu/csd Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.

A Note on Writing: This course requires students to complete a variety of writing assignments. Good writing is a process which takes time—you should never turn in a piece of writing that has not been thoroughly reviewed and revised beforehand. I am happy to discuss written work with you during office hours and will review rough drafts sent to me in advance. If you need additional help with writing assignments you might want to contact the writing center to schedule a face-to-face meeting or get feedback on written work (www.depaul.edu/writing).

SOCIAL MOVEMENT THEORY

- January 6 **A Sociolegal Approach to Social Movements**
Calavita, “Invitation to Law and Society,” (**D2L)
- January 8 **Mobilizing for Social Change**
Tarrow, “Power in Movement” Chpt 5; Chpt 8 (**D2L)
Scheingold, “Politics of Rights” pp 3-10 (**D2L)
- January 13 **Litigation as a Barrier to Social Change:**
Rosenberg, “Tilting at Windmills” (**D2L)
Lechman, “From Protest to Perry” pp 1667-1677; 1713-1751 (**D2L)
- January 15 **Framing Social Change Efforts**
Tarrow, “Power in Movement” Chpt 7 (**D2L)
Kirkland, “Think of the Hippo” pp 397-404; 408-428 (**D2L)
*** Discussion Paper 1 Due***
- January 20 *****No Class, MLK Jr. Day*****

SOCIAL MOVEMENTS IN PRACTICE

- January 22 **Ideology of Community Organizing**
Alinsky, *Rules for Radicals* pp 3-6

January 27 **Effective Communication**
Alinsky, *Rules for Radicals* pp 63-124

January 29 **Activism and Tactics**
Alinsky, *Rules for Radicals* pp 125-196
*** Discussion Paper 2 Due***

THE STRUGGLE FOR RACIAL EQUALITY

February 3 **Activists and Lawyers**
Schmidt, *The Sit-Ins* pp 1-64

February 5 **Popular Constitutionalism**
Schmidt, *The Sit-Ins* pp 65-113

February 10 **Impact of Courts and Lawmakers**
Schmidt, *The Sit-Ins* pp 114-117; 134-184
*** Discussion Paper 3 Due***

THE STRUGGLE FOR GENDER EQUALITY

February 12 **Pay Equity Cases as Catalyst for Movement**
McCann, *Rights at Work* pp 1-17; 23-68; 88-91

February 17 **Pay Equity Cases as Mechanism for Enforcement**
McCann, *Rights at Work* pp 138-226
*** Research Proposal with Annotated Bibliography Due***

February 19 **Pay Equity Cases as Engine of Legal Consciousness**
McCann, *Rights at Work* pp 227-310

February 24 **What is Feminism?**
Seeley, *Fight Like a Girl* pp xi-xviii; 1-58

February 26 **Inclusion and Empowerment**
Seeley, *Fight Like a Girl* pp 59-146

March 2 **Family Planning/ Violence Against Women**
Seeley, *Fight Like a Girl* pp 147- 226
*** Rough Drafts Due***

March 4 ***Student Presentations***

March 9 ***Student Presentations***

March 11 ***Student Presentations***
 *** Discussion Paper 4 Due***

March 20 ***Final Draft of Research Paper Due (submit in D2L via dropbox)***