LDST 304-01: Leadership, Social Movements and Social Change, Fall 2013

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Course Meeting Times: Wednesdays, 3-5:40 pm. The Think Tank, Center for Civic Engagement.

Office Hours: 10:15-11:15 am, M/W or by appointment.

Course Overview

This class explores the ends and means of large-scale social movements, with a particular focus on leadership processes. Our primary method of inquiry is historical, but we will draw on social and political theory, as well as (in the latter part of the course) contemporary political analysis.

The primary focus of the course this semester are labor and economic justice movements, historical and contemporary. About one-half of the course will be devoted to labor and economic justice concerns. This focus is deliberate in light of the recent Occupy movement in the United States and the robust academic and public debate concerning economic inequality it helped stimulate, and because the labor movement often receives inadequate attention in the curriculum. But we will also explore three other deeply significant 20th Century social movements: the U.S. civil rights movements, the peace movement (in the U.S. and globally), and the origins of the modern environmental movement. While the feminist movement is not an explicit focus this semester, questions regarding gender and gender roles will surface repeatedly in the course, particularly in our close look at two important women leaders, Rosa Parks and Rachel Carson.

Throughout the course we will explore many dimensions of social movements, including the historical and political context of movements, how movements get off the ground, the variety of tactics they employ, the role of ideas and intellectual activity in social movements, how social movements invite and negotiate conflict by challenging existing institutions and social practices, the variety of forms of leadership evident in social movements, dynamics of race, gender, and class within social movements, and so on. But we will also be concerned with drawing out the implications of our learning for social change movements today, particularly those addressing economic inequality.

Requirements

- Attendance at every class meeting, as well as a lecture by Sam Daley-Harris on Wed. October 2 at 7 p.m.
- Thorough preparation for class by doing the assigned reading prior to class. A short reading quiz will be given at the beginning of each class
- Effort to actively participate in class
- Completion of five (5) five-page analytical papers
- Completion of a final project that may take one of three forms: a 12 page paper describing a social movement you are personally engaged in, supplemented by additional research as appropriate; a short, focused research paper (target length: 12 pages) addressing a specific aspect of a historical social movement; or completion of a
challenging comprehensive final exam including true/false, short answer, and extended essay sections. Paper topics must be cleared with me by October 1.

In addition, it is also highly advisable that you:

- Visit the professor periodically in office hours, especially when you have questions
- Take good notes both while reading and in class
- Review those notes after each class session
- Write down questions as you are reading you would like to raise in class
- Spend time with your classmates talking about the ideas in the reading outside of class time

Finally, there are a few key classroom comportment rules we will observe:

- All electronic devices (phones, laptops, etc.) must be turned off and put away before entering the classroom, and must stay off until you leave the classroom
- You should go to the bathroom prior to class and not get up in the middle of class to go, barring a genuine emergency. We will have a short break at approximately 4:15 each class period.
- Don’t bring food into the classroom, but beverages are acceptable provided you dispose of them appropriately after class
- Pay both the professor and your classmates the respect of listening to what they have to say. The way to indicate you are listening is through periodic eye contact.

Grade Composition

- Weekly Reading Quizzes: 10%
- Active Classroom Participation: 10%
- Analytical Papers: 60% (12% per paper)
- Final project (paper or final exam): 20%

General Grading Standards

“A” work is well-written, well-argued, and thoroughly conversant with the source material, containing no major inaccuracies or contradictions, and illustrating subtlety and nuance of argument. “A” papers consist of interesting, substantial thoughts well-packaged in technically proficient writing.

“B” work attempts to forward an argument and shows good familiarity with and understanding of the source material, and is generally well-written. There are generally two genres of “B” work: papers that have some of the qualities of an “A” paper, but also contain serious flaws; and papers that contain no serious flaws, but also lack originality or depth of perceptiveness, or simply fail to be persuasive.

“C” work makes an attempt to complete the assignment but contains substantial flaws, either of writing quality, inadequate comprehension of the material, unsupported arguments, and/or logically contradictory or implausible arguments.
“D” and “F” work refers to papers that are seriously inadequate and fail to meet the basic requirements of the assignment.

**Attendance Policy**

Each unexcused absence will lead to 4% being taken off your final grade. No exceptions. Why? Because every class matters. A head count will be taken at the start of each class and if anyone is missing an attendance sheet will be distributed. Falling asleep in class will lead to at least 1% being deducted. Repeated tardiness may also lead to a grade penalty.

**Developing Thinking, Reading and Writing Skills**

*Learning to Read for College*

Reading must be the fundamental default activity of all college students. When you are not doing anything else, you should be reading. This class will require that you do a lot of reading.

We live in a culture that has devalued deep reading and thinking. Why then read books, as opposed to just a series of short articles or excerpts? Because books are still the best technology we have for allowing a sophisticated train of thought—or body of knowledge—to be communicated from one human mind to another. A book allows the author to explore an event, person, or question in sustained depth, to present a sustained argument supported by evidence, to make connections between different events or phenomena, or to explore all sides of a disputed question thoroughly. Or a book may simply expand or stimulate our imaginations, our moral consciences, our sense of what is possible in human life. To read an interesting, important, or imagination-expanding book is one of life’s great pleasures—but it is a pleasure it takes effort to cultivate. Think of reading a book as engaging your mind with someone else’s mind in an extended, in-depth conversation. If your reading takes the form of a thoughtful, internal conversation with the author, when it comes time to write your papers—your actual chance to “talk back” to the author and his or her ideas—you won’t be struggling to generate material from scratch; instead you will simply be transcribing and refining the conversation you’ve already had in your brain. Good writing is fundamentally a result of good thinking, and good thinking comes about via the practice and habit of being in conversation with good thinkers—such as the authors we will be reading this semester.

But how then to read thoughtfully? First, cut out the distractions. Turn off social media, the Internet, and anything else that might tempt you to turn your mind away from what you are reading. Find a quiet space where you can concentrate fully on the text. Second, set yourself an attainable goal for how long you will concentrate fully on reading the text. Whether its thirty minutes, an hour, or two hours, set a goal, and stick to that goal, with the aim of increasing it over time. If you can learn how to sit in the library or somewhere for three consecutive hours, reading for 45-50 minutes at time, then taking 10-15 minute breaks each hour, you will over the course of the week get a lot done—and more importantly, have a lot of fruitful conversations with great thinkers and writers. Third, take notes as you go—either in the text margins, or in a notebook. This is helpful in keeping track of the author’s train of thought, and will help you remember arguments and key points when you go back to review or re-read. Fourth, when you
are done reading a section, write down a few key points the author made, or alternatively some questions you have about the author’s arguments. Fifth, as you are reading, think not just about the face value arguments of the text, but also about the author’s intended audience and purpose. Why and for whom was this book written? Being able to answer that question often is very helpful in understanding the text as a whole. Sixth—and this is the most advanced skill, and one that will take time to master—think critically about what you are reading. Even the most brilliant texts, texts that have impeccable internal logic and that will make you smarter simply by reading them, have limitations of perspective and purpose. What does a text written in the mid-20th century about the human condition have to say that is of enduring value to us today? Martin Buber can’t answer that question—it is our job as students to answer that question ourselves.

Course of Study

Wednesday Aug 28
Jeanne Theoharis, *The Rebellious Life of Mrs. Rosa Parks*, Chapters 1-4

Wednesday Sep 4
Jeanne Theoharis, *The Rebellious Life of Mrs. Rosa Parks*, Chapters 5-Conclusion

Paper #1 Due Friday September 6 at 5 p.m.

Wednesday September 11
Martin Buber, *Paths in Utopia* (entire)

Wednesday Sep 18
James Scott, *Two Cheers for Anarchism* (entire)

Paper #2 Due Friday September 20 at 5 p.m.

Wednesday Sept 25
Philip Dray, *There is Power in a Union: The Epic Story of Labor in America*, Introduction and Chapters 1-4

Wednesday Oct 2
Philip Dray, *There is Power in a Union: The Epic Story of Labor in America*, Chapters 5-7

Wednesday Oct 9
Philip Dray, *There is Power in a Union: The Epic Story of Labor in America*, Chapters 8-11

Paper #3 Due Friday October 11 at 5 p.m.

Wednesday Oct 16
David Cortright, *Peace*, Chapters 1-5 and 9-11

**Wednesday Oct 23**

David Cortright, *Peace*, Chapters 6-8 and 12-16

**Wednesday October 30**


**Wednesday November 6**


**Paper #4 Due Friday November 8 at 5 p.m.**

**Wednesday November 13**

Jeremy Brecher, *Banded Together*

**Wednesday November 20**

Jeremy Brecher, *Banded Together*

**Wednesday December 4**

Gar Alperovitz, *What Then Should We Do?*(entire)

**Paper #4 Due Friday December 6 at 5 p.m.**
Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
http://registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
http://studentdevelopment.richmond.edu/disability-services/policies.html

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”
http://studentdevelopment.richmond.edu/honor/

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
http://registrar.richmond.edu/planning/religiousobs.html