I. Catalogue Description

This course introduces students to the topic of social advocacy and activism by taking an in-depth look at the social movements that have defined and transformed this country. Topics to be explored include advocacy and activism around historically significant movements relevant to civil rights, women’s issues, the environment, LBGTQ issues, and others.

II. Course Overview

Exploration of current and developing movements such as Occupy Wall Street and Black Lives Matter movement will also be part of the discourse and discussion. Through lecture, readings, and research students will engage in this intellectual process—and be asked to identify the empirical implications of these movements, the advocacy and activism surrounding them, as well as, develop ideas about the lasting and lingering questions of these movements. This course will also introduce the student to the interrelations amongst the movements, how they align, separate, differ, and evolve over time. Particular emphasis will be given to the questions surrounding the strategies and mobilization of movements and how advocates chose them, carried them out, and their implications.

III. Course Objectives

At the end of the course, students will have:

- Increased knowledge of social movements, why and when they occur, and why people join them
- Increased understanding of how social movements are organized and instituted to support and benefit actions and progress around social movements.
- Increased awareness of how individuals/activists strategize and implement tactics to gain support, persuade, an influence the thinking and attitudes of citizens/others.
- Gained knowledge that can be used to understand the role of communication to gain support for social and community movement.

IV. Course Content

Monday, June 13th

Lecture
Introduction to Social Movements, When and Why They Occur, and The Advocates of Movements

Required Readings

Wednesday, June 15th

Lecture
Activism and Who Joins Movements
Politics and Protest

Required Readings

Monday, June 20th

**Reading Reflection Paper Due**

Lecture
Sustaining Movements, Who Drops Out and Why

Required Readings

Wednesday, June 22nd

Lecture
Organization, Strategy and Tactics

Required Readings
Monday, June 27th

**Individual Interview Assignment Due**

Lecture
Organization, Strategy and Tactics Continued

Required Readings


Wednesday, June 29th

Lecture
Movements Their Advocates and How They Interact with Others

Required Readings


Monday, July 4th

No Class

Wednesday, July 6th

**Advocacy Issue Paper Due**

Lecture
Why Movements and Advocates Decline & What Changes Do Movements Bring About

Required Readings


V. Texts and Reading Materials for the course


VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods
### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Undergraduate Classroom Courses</th>
<th>Graduate Classroom Course Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>84-100</td>
<td>Outstanding, surpasses expectations in all areas</td>
<td>Outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>Surpasses expectations in most areas</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>Surpasses expectations in some areas</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>Meets expectations in most areas; above in others</td>
<td>Meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>Meets expectations in most areas</td>
<td>Below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>Below expectations in all areas</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>Fails to meet minimum expectations in all areas, not acceptable work</td>
<td>Fails to meet minimal expectations in all areas, not acceptable work</td>
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### Evaluation Factors

<table>
<thead>
<tr>
<th>Factor</th>
<th>Date Due</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1. Facilitated Discussion</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>2. Reading Reflection Paper</td>
<td>June 20th</td>
<td>25</td>
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<tr>
<td>3. Individual Interview Assignment</td>
<td>June 27th</td>
<td>25</td>
</tr>
<tr>
<td>4. Advocacy Issue Paper</td>
<td>July 6th</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
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### Assignments

1. **Class Participation - Ongoing**
   
   In order to engage in meaningful learning students will be asked to facilitate group discussions, as well as, be meaningful contributors around the weekly required readings. Each student will be asked to facilitate one of the assigned weekly readings. Students are permitted to collaborate so long as the work is equally distributed. **You can earn 10 points.**

2. **Reading Reflection Paper (1) – June 20th**
Over the course of the semester, you will be required to write (1) reflection paper based on course readings. The paper will be due at the beginning of class on the due date. Students will turn in a hard copy and place e-copy in the Dropbox on Learn@UW. You can earn points.

3. Individual Interview Assignment – July 27th

This assignment requires you to interview a leader/community activist connected with your experiential learning project. This assignment will help you gather insight into what motivates community activists, and how they gain the education and training required for their careers. Finally, the interview should provide you with a foundation for your other writing assignment—The Advocacy Issue Paper--. You can earn 25 points.

4. Advocacy Issue Paper - Due July 6th

For this assignment students will research and assess an advocacy issue of their choice. Students will consider the key stakeholders, activists leaders and advocacy organizations / coalitions, and the efficacy of the strategies and tactics. Students will describe how the issue is affected by laws, policies, precedents, regulations in each relevant arena (e.g. local, state, federal legislature, courts, executive / administrative agencies, etc.), how it has been treated in the media, and which solutions or alternatives have been created or achieved (if any) to address difficulties. You can earn 40 points.

VII. Some Classroom Resources

Native American – Red Power – Movement

Digital History
Red Power
Federal Power Over N.A. Rights
Activists Occupy Alcatraz
Trail of Broken Treaties

The Black Panthers/Black Power

Black Panthers/Black Power:
History of the Black Panther Party: Video
Malcolm X Speeches and Interviews: Video
Rethinking the Black Power Movement
US History: Black Power

Women's Liberation
The Feminine Mystique, Chapter 5  
Sexual Politics, Chapter 2  
Women's Liberation Movement  
Women Who Make America Part 1

The Chicano Power Movement:

   Chicano Power Overview  
   Chicano!  
   Cesar Chavez - Video  
   The Struggle for Chicano Liberation  
   East LA Riots of 1970  
   Los Seis de Boulder

The Prisoner's Rights Movement:

   Attica Rebellion and Massacre - Video (3 Parts)  
   Conrad George Jackson - Day of the Gun - Video  
   Angela Davis 1972 Interview  
   Soledad Brothers

VIII. Course Policies

Attendance
Due to the accelerated nature of the summer session, students are expected to **attend all scheduled classes, arrive on time and remain the entire time.**

Promptness
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

Absence
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students' level of participation noted
- Excused & Unexcused Absences:
  - The first unexcused absence will result in a student's grade being dropped one full grade
  - The second unexcused absence will place the student at risk for failing the course
  - On a case by case basis, it is left to the instructor's discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans
• Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences.
• Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
• Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.

*Additional Graded Work for Missed Class:
For any excused or unexcused absence, students may be required to complete an additional assignment based on the lecture and materials missed. Please see instructor for further instructions on completing fourth reflection paper.

Accommodations
Those students requiring accommodation for meeting class expectations, as approved by the McBurney Center, must provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) in the first week of the semester. Please contact the McBurney Center at www.mcburney.wisc.edu; Email at mcburney@odos.wisc.edu; Phone at 608-263-2741; NEW--reach by text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706

Student Behavior Policy
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. We will spend time on the first day creating additional group rules to build feelings of psychological safety and respect.

Use of Technology in the Classroom
In order to learn, you must be respectful to your fellow classmates by using technology appropriately in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages and do not use laptops for anything other than taking lecture notes. If you use your cell phone or send and/or receive text messages during class, you will be asked to leave the classroom. If you use your laptop for anything other than lecture notes, you will not be allowed to use your laptop in the class for the remainder of the course.