

**DEPARTMENT OF POLITICAL SCIENCE AND GEOGRAPHY  
OLD DOMINION UNIVERSITY  
Fall, 2012 (PRELIMINARY SYLLABUS)**

***Course Title:*** POLS 495 – Global Impact of the U.S. Civil Rights Movement\*  
***Instructor:*** Dr. Michael L. Clemons, 7020 Batten Arts and Letters Bldg.  
(757) 683-3841 (O), MClemons@ODU.EDU (E-mail)  
***Office Hours:*** Tuesday and Wednesday, 1:30–2:00 PM and by appointment  
***Lectures:*** This course is taught in a hybrid format (online and live classes).

**COURSE DESCRIPTION**

This hybrid seminar focuses on the impact of the U.S. Civil Rights Movement and the development of nonviolent social justice movements worldwide. Basic knowledge of the Civil Rights Movement is essential as the major purpose of the seminar is to explore the movement's influence beyond domestic boundaries. Specifically, the movement's symbiotic relationship with the global arena is considered along with the comparative dimensions of the movement, including nonviolent tactics, social change institutions, leadership, and related worldwide developments. Thus, while the primary thrust is the impact of the U.S. Civil Rights Movement on social justice movements worldwide, we also briefly consider how movements around the globe helped shape the American approach to social change. For example, among predecessor worldwide social justice movements, which ones substantially influenced the U.S. Civil Rights Movement, and specifically how did global influences affect the operational methodology of the movement, especially the utilization of strategies and tactics, leadership, and social change institutions? Following an examination of major social movement theories (Morris, McAdam) the course briefly shifts attention to an examination of the origin, purpose, and results of the Civil Rights Movement in the United States.

We next turn our attention to the pivotal question of the movements' global impact. In doing so, we consider, in light of context, how the spread or diffusion of critical operational features of the Civil Rights Movement can occur. Utilizing the work of Givan, et al., which expounds the diffusion framework, we focus on three basic analytical questions. First, what is being diffused? Second, how does diffusion occur? Finally, what is the impact of diffusion on organizational development and shifts in the scale of contentious politics? Diffusion theory provides a framework for analyzing the impact of the Civil Rights Movement the development and advance of social movements around the world. Since this seminar is principally concerned with the movement's impact on nonviolent social justice movements in Africa, Asia, Europe, and Latin America, we consider these analytical questions in each of these contexts. Following a brief review of the Civil Rights Movement and an examination of social movement theory, including the diffusion framework, we investigate selected prominent social movements in Africa, Asia, Europe, and Latin America to shed light on how and the extent to which these movements were influenced by the Civil Rights Movement.

In addressing the interconnections of the Civil Rights Movement with nonviolent social movements worldwide, an interdisciplinary approach is employed to understand the movement's comparative dimensions. While acknowledging the limitations of the work of the disciplines, e.g.,

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political science, which has concentrated largely on the role of the state in bringing about social change, an interdisciplinary approach underscores that the present era of globalization trumpets the mutual influence of societies and cultures worldwide. In doing so, students confront a diverse, research literature which facilitates their understanding and analysis of the multiple dimensions of Civil Rights Movement beyond traditional parochial boundaries. The explicit focus of this seminar is on worldwide and domestic nonviolent social justice movements.

Upon course completion, students will have developed significant knowledge and insight about the U.S. Civil Rights Movement and its connection to and influence on nonviolent social movements in Africa, Asia, Europe, and Latin America. This seminar provides students with the unique academic space to expand their knowledge about global social movements and their symbiotic relationship with the U.S. Civil Rights Movement.

**Instructional Strategies.** This course is taught utilizing a hybrid format, which is inclusive of traditional and on-line teaching methods. The course utilizes the award winning, six-episode documentary series *Eyes on the Prize* to help students acquire first-hand knowledge and insight into the U.S. Civil Rights Movement. Critical thinking, analytic skills, and writing skills are emphasized through the mastery of theory and the required written assignments in the course. Students are required to participate in all assigned activities. The basic activities of instruction include assigned readings, lecture-discussion, and group activities. Please note that Blackboard (Bb) course software is used extensively in this course and is accessible via the University's web page. In order to access materials for this course through Bb **STUDENTS MUST HAVE A CURRENT ACCOUNT AND PASSWORD TO ACCESS THE UNIVERSITY'S COMPUTERS. If you do not have a valid account and password, please contact the Computer Services Help Desk as soon as possible.** Due to the nature of this seminar, students must regularly log in to Blackboard and email to be apprised of important announcements and assignment due dates and reminders. Students are encouraged to contact the instructor via email with any questions or issues that might arise during the semester.

Each class session has specific reading assignments for the subject(s) to be covered. Students are expected to read all assignments by the date due in preparation for classroom and online discussions. The principle that the learning environment should be free from any form of prejudice is strictly adhered to in this course. Details about the Honor Code, Plagiarism, Sexual Harassment, Students with Special Needs, E-mail, Course Evaluations, Final Grades, and Career Management Center opportunities are provided in the final section of this course syllabus.

## **COURSE REQUIREMENTS**

**Attendance.** Since this course is presented utilizing a non-traditional format, *your attendance at the assigned class sessions is required* since in these instances the instructor's lectures, group activities, and student's discussion of the material encompass the key methods of teaching. It is expected that students will complete all assigned readings by the time of the lectures and on-line assignments. In class sessions and online forums, make it a point to be as well-informed of the political events and social developments of the day. You are also required to be punctual for scheduled class sessions and in responding to online assignments.. Habitual absence and/or tardiness will detrimentally affect the overall assessment of your performance.

**Required Readings.** The following textbooks are required reading and are available at the

Dominion Bookstore and at the ODU Bookstore in The Village.

### **Books**

1. Givan, Rebecca Kolins, Kenneth M. Roberts, and Sarah A. Soule (Eds.). *The Diffusion of Social Movements: Actors, Mechanism, and Political Effects*. Cambridge: Cambridge University Press, 2010.
2. McAdam, Doug. *Political Process and the Development of Political Insurgency 1930-1970*. Chicago: The University of Chicago Press, 2001 or later.
3. Ogbar, Jeffrey O.G. (Ed.) *The Civil Rights Movement*. Boston: Houghton-Mifflin, 2003.
4. Swan, Quito, *Black Power in Bermuda: The Struggle for Decolonization*. Palgrave Macmillan, 2009.
5. Hacker, Diana. *A Pocket Style Manual*. Boston: St. Martin's Press, 2010 or later. (Recommended)

### **Articles/Book Chapters**

1. Snail, Mgewebi, "The Black Consciousness Movement in South Africa: A Product of the Entire Black World," *Historia Actual Online*, 2008, 51-68.
2. Williams, Ronald, "From Anticolonialism to Anti-Apartheid: African American Political Organizations and African Liberation," in *African Americans in Global Affairs: Contemporary Perspectives*, ed., Michael L. Clemons, 2010, 283-313
3. Parker, Kayle, Quincy, "Bahamas Ambassador Discusses Impact of the U.S. Civil Rights Movement," Bahamas Island Info, 26 February 2010
4. Frazier, Robeson Taj P., "The Assault of the Monkey King on the Hosts of Heaven: The Black Freedom Struggle and China-The New Center of Revolution," in *African Americans in Global Affairs: Contemporary Perspectives*, ed., Michael L. Clemons, 2010, 313-344.
5. Franklin, Sekou, "African Americans, Transnational Contention, and Cross-national Politics in the United States and Venezuela," in *African Americans in Global Affairs: Contemporary Perspectives*, ed., Michael L. Clemons, 2010, 283-313.
6. Escoffery, Erin, "The United States and Northern Ireland: International Pressures as an Impetus for Civil Rights Progress," CUREJ - College Undergraduate Research Electronic Journal, University of Pennsylvania, 2008.
7. Curry, George, "Civil Rights Movement Inspires Blacks Abroad," *Perspectives*, FinalCall.com News, 22 December 2008
8. Greenberg, Jack, "Report on Roma Education Today: From Slavery to Segregation and Beyond," *Columbia Law Review*, 110:4, 919-1001, May, 2010. Located December 2011 at <http://www.columbialawreview.org/assets/pdfs/110/4/Greenberg.pdf>

Additional instructional materials and handouts will be distributed via Blackboard including the U.S. Constitution, course assignments, a sample term paper, and a list of refereed scholarly journals.

### **GRADING**

The final grades for undergraduate students will be determined based on two (2) examinations, the research proposal, the research paper (12 page minimum, not including title page and bibliography), the research presentation, and the group presentation. Final course grades will be calculated as follows:

<i>Assignment</i>	<i>% of Grade</i>	<i>Due Date</i>
Research Proposal	10	Feb 8

Midterm Examination	15	Mar 1
Final Examination	15	Apr 29 – May 2
Research Paper	25	Apr 24
On-Line Assignments	25	As assigned
Participation	10	NA

## **EXAMINATIONS**

Examinations, which might be administered on-line, will consist of a combination of essay, identification, and/or short answer items. In general, the examinations will be graded and returned within one to two (1-2) weeks, except during the summer (generally no more than 2-3 days).

## **RESEARCH PAPER**

The research paper must focus on a social movement outside the United States and its connection with the U.S. Civil Rights Movement. The central purpose of the research is to show whether and how some dimension or aspect of the Civil Rights Movement influenced a social movement outside the United States. In carrying out the study, students should consider, and if applicable, employ the diffusion framework to address in reference to the movement under study, *what is being diffused* and how it is being diffused. In addition, feel free to employ an alternative theoretical approach should you determine that one other than the diffusion framework is more appropriate for carrying out your study. Excellent research papers will utilize primary data and/or information generated through personal interviews, archival information and data, and the collection and analysis of census data and public polls and surveys conducted by organizations such as Gallop and Mason-Dixon. An important component of the research paper is the review of literature, which systematically discusses scholarly and other literature relevant to the project. The research paper must be typewritten, double-spaced, with margins of 1 to 1.5 inches. You are expected to use footnotes wherever appropriate, in conformity with one of the recommended standards for the documentation of scholarly work (e.g., MLA, APA, University of Chicago, Turabian). Papers are due on the assigned date. **ANY WORK SUBMITTED AFTER THE DUE DATE WILL BE PENALIZED 2% FOR EACH DAY LATE.** Further details concerning the research project will be provided.

## **MAKE-UP EXAMINATIONS AND INCOMPLETE GRADES**

Make-up examinations will be given **ONLY** if the instructor is notified prior to the test and an **EMERGENCY WHICH HAS BEEN DOCUMENTED (IN WRITING) IS PRESENTED**. Departmental policy prohibits the assignment of incomplete grades or "I", except in cases of documented emergency.

## **SCHEDULE OF CLASSES AND ASSIGNMENTS**

The following schedule of classes and assignments is tentative and subject to change according to the progress, needs and interests of students. ***Please note that ON-LINE sessions are***

*noted in bold parentheses..* All on-line activities are graded and assessed as part of your grade in the course.

## **I. ANALYZING SOCIAL MOVEMENTS**

### **WEEK 1 – AUG 28**

- A. Welcome: Course Overview and Introduction
- B. Civil Rights Movement in Global Perspective
- C. Research Proposal Overview/Research Paper Requirements

**Assigned Readings:** Declaration of Independence, U.S. Constitution, and the Bill of Rights. These documents are available at the website of the National Archives (<http://www.archives.gov/national-archives-experience/charters/constitution.html>).

### **SEPT 3**

#### **A. LABOR DAY**

**4**

- A. What is a social movement?
- B. What is theory?
- C. Classical Model of Social Movements

**Assigned Readings:** McAdam, Preface, Introduction, Chs. 1 and 2; Morris, Preface, v-viii, Introduction, ix-xiv; Ogbar, Introduction, xi-xvii; Woodward, 3-13; Neimann, 13-39

### **11 (ON-LINE)**

- A. Resource Mobilization Theory
- B. Indigenous Perspective
- C. Political Process Model

Payne, 39-57

## **II. U.S. CIVIL RIGHTS MOVEMENT: ORIGIN, NATURE AND IMPACT**

**18**

- A. *Eyes on the Prize*, Episode 1: **Awakenings**, (1954-56)
- B. Origin of the Civil Rights Movement

**Assigned Readings:** McAdam, Chs. 3, 4, 5; Morris, Ch. 1, 1-16

### **25 (ON-LINE)**

- A. *Eyes on the Prize*, Episode 2: **Fighting Back** (1957-62)
- B. **RESEARCH PROPOSAL DUE**
- C. Local Movement Centers
- D. Organizational Relationships and Coalitions
- E. Global Impact and Dynamics

**Assigned Readings:** Morris, Ch. 2, 17-39; Martin, 61-82, Fairclough, 83-104; Carson, 227-241;

### **OCT 2**

- A. *Eyes on the Prize*, Episode 3: **Ain't Scared of Your Jails**, (1962-64)

**Assigned Readings:** McAdam, Chs. 5 and 6; Morris, Ch. 3, 40-76; Morris, Aldon D., "A Retrospective on the Civil Rights Movement: Political and Intellectual Landmarks," *Annual Review of Sociology*, Vol. 25, (1999), 517-539, <http://www.jstor.org/stable/223515>

### **4-5 (ON-LINE)**

#### **A. MIDTERM EXAMINATION**

**6-9**

#### **A. FALL BREAK!**

### III. GLOBAL DIFFUSION OF THE CIVIL RIGHTS MOVEMENT

16

#### A. Diffusion Theory: Dimensions of Diffusion

##### 1. What is being diffused?

Protest action/collective action repertoires

Interpretive frames

Reframing

**Assigned Readings:** Givan, et al., Introduction; Roggeband, Ch. 2; Stobaugh and Snow, Ch. 3; Compa, Ch. 4

**23 (ON-LINE)**

#### A. Diffusion Theory: Mechanisms of Diffusion

##### 1. How does diffusion (relational) occur?

Interpersonal contacts

Organizational linkages

Associational networks

#### B. *Eyes on the Prize*, Episode 4: **No Easy Walk**, (1962-66)

**Assigned Readings:** Chabot, Ch. 6, Earl and Kimport, Ch. 7, Bunce and Wolchik, Ch. 8

**NOV 6 (ON-LINE)**

#### A. Diffusion, Scale Shift, and Organizational Change

#### B. *Eyes on the Prize*, Episode 5: **Mississippi: Is This America?** (1965)

**Assigned Readings:** Biggs and Andrew, Ch. 10, Tarrow, Ch. 11

**6 (ON-LINE), 13**

### IV. AFRICA

#### A. Transnational approaches

#### B. Ideological linkages

#### C. *Eyes on the Prize*, Episode 6: **Bridge to Freedom**, (1962-64)

**Assigned Readings:**

1. Lake, Obiageli, "Toward a Pan-African Identity: Diaspora African Repatriates in Ghana,"

*Anthropological Quarterly*, Vol. 68, No. 1 (Jan., 1995), 21-36, <http://www.jstor.org/stable/3317462>

2. Snail, Mgewebi, "The Black Consciousness Movement in South Africa: A Product of the Entire Black World," *Historia Actual Online*, 2008, 51-68;

3. Williams, Ronald, "From Anticolonialism to Anti-Apartheid: African American Political Organizations and African Liberation," in *African Americans in Global Affairs: Contemporary Perspectives*, ed., Michael L. Clemons, 2010, 283-313

4. Gramby-Sobukwe, Sharon, "Africa and U.S. Foreign Policy: Contributions of the Diaspora to Democratic African Leadership," *Journal of Black Studies*, Vol. 35, No. 6 (Jul., 2005), 779-801, <http://www.jstor.org/stable/40034881>

**13, 20 (ON-LINE)**

### V. ASIA

**Assigned Readings:**

1. Frazier, Robeson Taj P., "The Assault of the Monkey King on the Hosts of Heaven: The Black Freedom Struggle and China-The New Center of Revolution," in *African Americans in Global*

- Affairs: Contemporary Perspectives*, ed., Michael L. Clemons, 2010, 313-344;
2. Noorani, A.G., "Civil Rights Movement in Sri Lanka," *Economic and Political Weekly*, Vol. 31, No. 7 (Feb. 17, 1996), p. 378, <http://www.jstor.org/stable/4403791>
  3. Tsutsui, Kiyoteru and Hwa Ji Shin, "Global Norms, Local Activism, and Social Movement Outcomes: Global Human Rights and Resident Koreans in Japan," *Social Problems*, Vol. 55, No. 3 (August 2008), 391-418, <http://www.jstor.org/stable/10.1525/sp.2008.55.3.391>

**21-25**

**A. HAPPY THANKSGIVING!**

**20 (ON-LINE), 27**

**VI. EUROPE**

**Assigned Readings:**

1. Escoffery, Erin, "The United States and Northern Ireland: International Pressures as an Impetus for Civil Rights Progress," *CUREJ - College Undergraduate Research Electronic Journal*, University of Pennsylvania, 2008
  2. Maney, Gregory M., Transnational Mobilization and Civil Rights in Northern Ireland, *Social Problems*, Vol. 47, No. 2 (May, 2000), pp. 153-179, <http://www.jstor.org.proxy.lib.odu.edu/stable/pdfplus/3097196.pdf>
  3. Curry, George, "Civil Rights Movement Inspires Blacks Abroad," *Perspectives*, FinalCall.com News, 22 December 2008;
  4. Greenberg, Jack, "Report on Roma Education Today: From Slavery to Segregation and Beyond," *Columbia Law Review*, 110:4, 919-1001, May, 2010. Located December 2011 at <http://www.columbialawreview.org/assets/pdfs/110/4/Greenberg.pdf>
- McAdam, Chs. 8 and 9; Meir and Rudwick, 165-190; Tyson, 193-212; Bloom, 144-161

**27 (ON-LINE), DEC 4**

**VII. LATIN AMERICA**

**A. RESEARCH PAPERS DUE**

**B. Course Wrap Up**

**Assigned Readings:**

1. Franklin, Sekou, "African Americans, Transnational Contention, and Cross-national Politics in the United States and Venezuela," in *African Americans in Global Affairs: Contemporary Perspectives*, ed., Michael L. Clemons, 2010, 283-313;
2. Parker, Kayle, Quincy, "Bahamas Ambassador Discusses Impact of the U.S. Civil Rights Movement," Bahamas Island Info, 26 February 2010
3. Richards, Patricia, The Politics of Gender, Human Rights, and Being Indigenous in Chile, *Gender and Society*, Vol. 19, No. 2, Gender-Sexuality-State-Nation: Transnational Feminist Analysis (Apr., 2005) (pp. 199-220), <http://www.jstor.org/stable/29737763>
4. Bandeira, Lucila, "Inequality and Human Rights of African Descendants in Brazil," *Journal of Black Studies*, Vol. 34, No. 6, African Descendants in Brazil (Jul., 2004), 766-786, Sage Publications, Inc., <http://www.jstor.org/stable/3180913>
5. Zamosc, Leon, "The Indian Movement and Political Democracy in Ecuador," *Latin American Politics and Society*, Vol. 49, No. 3 (Fall, 2007), 1-34, <http://www.jstor.org/stable/30130809>

**10-11 (ON-LINE)**

**A. FINAL EXAM (Exam will be conducted on-line. NO OPEN BOOK!!)**

**COURSE POLICIES**

The policies presented below are consistent with those of the University and are in full force and effect in this course. If you have questions or need clarification regarding these policies, feel free to contact the instructor.

**Honor Code:** The Old Dominion University Honor Code is in effect at all times in this class. Your name on an exam, paper, or homework assignment constitutes your acceptance of the Honor Code:

*“I pledge to support the Honor System of Old Dominion University. I will refrain from any form of dishonesty or deception such as lying, cheating, and plagiarism, which are honor violations. I am further aware that as a member of the academic community it is my responsibility to turn all suspected violators of the Honor System. I will report to an Honor Council hearing as summoned.”*

**Plagiarism:** “A student will have committed plagiarism if he or she reproduces someone else’s work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and participates in none of the group’s activities, but attempts to take credit for the work of the group.” Plagiarism will not be tolerated in this class. (For more information: <http://al.odu.edu/al/resources/About%20Plagiarism2.doc>)

**Sexual Harassment:** Sexual harassment is defined as unwelcomed and unsolicited conduct of a sexual nature, physical or verbal, by a member of the university community of the opposite sex (or the same sex) in an official university position. Sexual harassment in any situation is prohibited. It is the policy of Old Dominion University to provide students and employees with an environment for learning and working which is free of sexual harassment whether by members of the same sex or the opposite sex, which is prohibited by Title IX of the Education Amendments of 1972 and Title VII of the 1964 Civil Rights Act. (For more information: <http://www.odu.edu/ao/polnproc/pdfs/6320.pdf>)

**Students with Special Needs:** In compliance with PL94-142 and federal legislation affirming the rights of disabled individuals, provisions will be made for students with special needs on an individual basis. The student must be identified as “special needs” by the university and provide a letter from the Office of Educational Accessibility (OEA) located in 1525 Webb Center. Any accommodations will be based upon written guidelines from the OEA. All students are expected to fulfill all course requirements.

**E-mail:** Students are required to use valid Old Dominion University email accounts to send official information and notices and are held responsible for accessing electronic mail to obtain official University communications. Students should use their secure ODU email account to communicate with professors.

**Course Evaluations:** Course evaluations are submitted on-line. You will be notified by e-email when you should evaluate this course. The link to the Course Evaluation System is available under Academic Resources at the university home page: <http://www.odu.edu>. You will need your UIN and password. Please take the time to evaluate this course when asked to do so. All evaluations are anonymous.

**Final Grades:** Instructors are not permitted to give out grades via telephone or email. In order to find out what grade you received in this course, you must go to LeoOnline at the university home



page: [www.leonline.odu.edu](http://www.leonline.odu.edu). You will need your UIN and password.

**Career Management Center:** The Career Management Center offers a Career Advantage Program, which provides opportunities to gain work experience related to your major through internships, cooperative education or practical experience outside the classroom. The College of Arts and Letters has career coaches to assist in this process by providing help with resumes, cover letters, job search strategies, and interviewing skills. You may stop by the office in BAL 1006, call 757-683-4388, or email [cmc@odu.edu](mailto:cmc@odu.edu) for more information. Their website is <http://www.odu.edu/ao/cmc/index.php>.