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| FCOR 400J – Radicalism and the American Experience | Cliff Donn |
| Fall 2017 | Office R-415, Phone 4467 |
| web.lemoyne.edu/~donn/class/cor400/cor400.htm | E-mail: donn@lemoyne.edu |

COURSE POLICIES: All polices for this course are contained on this syllabus and/or on the course home page and its links. Students are required to be familiar with those policies and to comply with them.

TOPICS: The focus of this course is on radical ideologies and radical movements, both reformist and reactionary, in the United States. The origins and development of such movements as well as their belief systems will be studied as will the impact of such movements on political, economic, cultural, and social life in the United States.

STUDENT LEARNING OBJECTIVES: Upon successful completion of the course the COR 400 student will:

* Discuss knowledgably the impacts of radical ideologies and radical movements on historical and contemporary culture and society
* Synthesize knowledge from economic, political science and sociological perspectives
* Analyze radical ideologies and movements in terms of various theories and models and consider alternative reactions to these ideologies and movements.
* Be able to write clearly and analytically and synthesize information about radical ideologies and radical movements
* Be able speak clearly and persuasively about radical ideologies and radical movements
* Be able to find information useful to analyze radical ideologies and movements and synthesize that information
* Students will be able to articulate an ethical perspective with regard not only to radical ideologies and radical movements, but also with regard to contemporary reactions to those ideologies and perspectives
* Students will be able to express how the concepts they have learned can help them serve their communities

SOURCES: There is no textbook for this course. All of the reading materials will be placed on reserve at the library. For each topic, readings have been divided into two categories. The first category are those readings required of all students (to be done before the relevant class). The second category (listed as “Optional”) includes readings, which serve two purposes. The first is simply to provide additional information for any students who desire it. The second is to provide information for those who choose to write their paper on that particular topic.  
  
REQUIREMENTS: Course requirements are discussed in detail on the course home page which is the official source for all such requirements and any changes in requirements or assignments. Those requirements will be discussed and determined during the first two weeks of class but will include a final examination.  Assignments are discussed in greater detail on the course home page. **You must complete all assigned work and submit it when due in order to receive a passing grade in the course. Late assignments will not receive credit under any circumstances.** Unless otherwise indicated, assignments are due at the beginning of class on the due date indicated. Assignments submitted even a few moments after that time are late and will not be accepted for credit but they must still be submitted or you cannot pass the class.

Regular class attendance and participation in class discussion are expected. Students who attend class and are prepared for discussion on a daily basis can expect these facts to be reflected in their grades. The inverse is also true. You should only take this course if you expect to be able to attend all class sessions. You should expect that missing more than one class, whatever the reasons, will have a negative impact on your grade and that the more classes you miss, the greater the impact. Accordingly, you should not make non-emergency appointments of any kind that require you to miss all or part of a class period. In particular, students are not permitted to leave early or return late from Spring Break or Easter Break. Anyone who leaves early or returns late from these breaks will be required to produce a signed medical excuse.

**Cell phones must be turned off during class (not set to vibrate)**. Students are not allowed to leave class to receive or make phone calls. If you anticipate an emergency telephone call on some particular day that necessitates your leaving your phone on, tell the instructor before class begins.

If you have a documented disability and wish to seek accommodation, please contact the instructor about that matter during the first two weeks of the semester.  
  
GRADING: The grading scale used for all assignments in this class will be as indicated in the table below. “Plus” grades are used but “minus” grades are not normally assigned in this class. Grades are not curved and therefore there is no fixed percentage of students who will achieve any particular grade on any specific assignment or for the course as a whole.

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| Percentage of Total Available Points | Letter Grade Equivalent Range |
| 80 and above | A |
| 70-79.5 | B |
| 60-69.5 | C |
| 55-59.5 | D |
| 54.5 and below | F |

EXPECTATIONS   
  
WHAT I EXPECT FROM YOU   
I expect that you will come to all class sessions on time, having done the reading assignment and prepared to participate by asking and answering questions and by expressing your opinions. I expect that you will ask questions about anything you don't understand. I expect that assignments will be done and turned in on time and that they will reflect the best work you can do. I expect that you will contact me if you are having any problems in the course or if you are having personal problems which may affect your performance in the course. Overall, I expect you to work hard at getting the most out of this course that you possibly can. In accordance with the policies of the New York State Department of Education which accredits Le Moyne College, you can expect to be assigned two to three hours of outside work for each hour of class time in the course.

Regular attendance and class discussion are an integral part of this course. If you unavoidably have to miss a class you should make sure that you get the class material from your classmates.   
  
WHAT YOU CAN EXPECT FROM ME   
You can expect that I shall come to class on time each day having thought about and prepared the material. You can expect that I shall answer your questions to the best of my ability and that your opinions will be heard with respect. You can expect that your assignments and exams will be graded carefully and returned in a timely manner and that you will be given an explanation of why you receive the grades you receive. You can expect that I shall make time to see you if you need to see me and that I shall keep regular office hours.   
  
WHAT WE SHOULD EXPECT FROM EACH OTHER  
A serious commitment to learning and a serious effort toward that end.

CLASS ACTIVITIES

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| **Activities** | **Dates** |
|  | Course Requirements will be discussed and determined during the first two weeks of the semester |
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| Final Examination | Wednesday, December 13, 2017, noon-2:30 pm. |

CLASS SCHEDULE: Please use this schedule to plan your reading which should be done before the relevant class.

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| **Topics** | **Dates** |
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| I .Introduction |  |
| A – Introductory Material | Aug 29, 31 |
| B – Nature of Radicalism | Sep 5, 7, 12 |
| II. Radical Movements |  |
| A – Utopianism | Sep 14, 19, 21, 26 |
| B – Political and Economic Radicalism | Sep 28, Oct 3, 5, 12, 17, 19 |
| C – Labor Radicalism | Oct. 24, 26 |
| D – Race and Radicalism | Oct 31, Nov 2, 7 |
| E – Feminist Radicalism | Nov 9, 14, 16 |
| F – Religion and Radicalism | Nov 21, 28 |
| G – The Alt-Right | Nov 30, Dec 5 |
| III. Summary and Conclusions | Dec 7 |

READING LIST: Reading assignments must be read by the first date on which the reading has been assigned. Quizzes on the reading will be held on that day.

I - Introduction

A –Introductory Material

* No reading

B- Nature of Radicalism

* John Lofland and Rodney Stark, “Becoming a World Saver: A Theory of Conversion to a Deviant Perspective,” American Sociological Review, December 1965

II – Radical Movements

A - Utopianism

* Thomas More, Utopia, in Charles M. Andrews, Ideal Empires and Republics, Book II pp. 162-232
* “The Oneida Community” in William M. Kephart, Extraordinary Groups: The Sociology of Unconventional Life-Styles

Optional:

* Edward Bellamy, Looking Backward
* Robert David Thomas, The Man Who Would Be Perfect: John Humphrey Noyes and the Utopian Impulse
* Richard DeMaria, Communal Love at Oneida, chaps. 2, 3

B – Political and Economic Radicalism

* Eugene V. Debs, “Sound Socialist Tactics,” in Loren Baritz, The American Left
* Eugene V. Debs, “The Canton, Ohio Speech,” in Baritz
* Norman Thomas, “Is the New Deal Socialism?” in Baritz
* “The Communist Party Manifesto and Program,” in Baritz
* Earl Browder, “The Upsurge of the Mass Struggles and the Work of the Communist Party,” in Baritz
* Clarence Taylor, Reds at the Blackboard: Communism, Civil Rights, and the New York City Teachers Union, Chapters 4,7,9,10
* Alice Wexler, Emma Goldman: An Intimate Life, chaps. 4, 7
* Michael A. Leibowitz, “What is Socialism for the 21st Century,” The Monthly Review, V.68, n. 5, October 2016
* Prabhat Patnaik, “Capitalism and Its Current Crisis,” The Monthly Review, V.67, n.8, January 2016
* “Gerald L.K. Smith” in Sargent, Extremism in America
* Communist Party of the United States, “The American Way to Jobs, Peace, Equal Rights and Democracy,” in Sargent
* John Birch Society, “Beliefs and Principles of the John Birch Society,” in Sargent
* “Birchers and Minutemen,” in Levitas, The Terrorist Next Door

Optional:

* Socialist Labor Party, “Industrial Democracy-Complete Democracy,” in Sargent
* Howard Waitzkin and Ida Hellander, “Obamacare: The Neoliberal Model Comes Home to Roost in the United States – If We Let It” The Monthly Review, V.68, no.1, May 2016
* Istvan Meszaros, “The Critique of the State: A Twenty-First Century Perspective,” The Monthly Review, V.67, n.4, September 2015
* Minutemen, “Political Platform of the Patriotic Party,” in Sargent
* “Militia Madness,” in Levitas
* “The Illiberal Turn: Tom Hayden, SDS, and the New Left,” in Ellis, The Dark Side of the Left: Illiberal Egalitarianism in America
* Murray N. Rothbard, “Society Without a State,” in Tibor R. Machan, The Libertarian Reader
* Henry George, Progress and Poverty,books 5-9
* The Blue Book of the John Birch Society

C – Labor Radicalism

* Daniel DeLeon, “What Means this Strike?” in Baritz
* “Proceedings of the First Convention of the Industrial Workers of the World,” in Baritz
* Sidney Lens, The Labor Wars, Chap. 7, “War in the Rockies,” Chap. 9, “The Wobblies,” Chap. 10, “Bread and Roses,” Chap. 13, “Impending Victory.”

Optional:

* William Z. Foster, “The Great Steel Strike and Its Lessons,” in Baritz
* Melvin Dubofsky, We Shall Be All: A History of the Industrial Workers of the World, chaps, 1-7
* Paul Avrich, The Haymarket Tragedy, chaps. 5-23

D – Race and Radicalism

* W.E.B DuBois, “Marxism and the Negro Problem,” in Baritz
* SNCC Staff Working Paper, “The Basis of Black Power,” in Baritz
* H. Rap Brown, “Die Nigger Die!” in Baritz
* American Nazi Party, “American Nazi Party Official Stormtrooper’s Manual,” in Sargent
* “What White Power is All About,” in Sargent
* United Klans of America, “What We Believe,” “Ideals of Klansmen,” “Knights of the Ku Klux Klan,” in Sargent
* Christopher J. Lebron, The Making of Black Lives Matter: a Brief History of an Idea, Chapter 5 – “The Radical Lessons We Have Not Yet Learned”

Optional:

* The Black Panther Party, “What We Want Now! What We Believe,” in Baritz
* The Autobiography of Malcolm X
* Robin D.G. Kelley, “Thug Nation: On State Violence and Disposibility,” in Jordan T. Camp and Christina Heatherton, eds., Policing the Planet: Why the Policing Crisis Led to Black Lives Matter
* Vijay Prashad, “This Ends Badly: Race and Capitalism” in Camp and Heatherton
* Wesley Lowery, They Can’t Kill Us All: Ferguson, Baltimore and a New Era in America’s Justice Movement, Chapter 1 – Ferguson: A City Holds Its Breath, and Chapter 6 – Ferguson: A Year Later the Protests Continues

E – Feminist Radicalism

* Emma Goldman, “Marriage and Love” in Baritz
* Pat Mainardi, “The Politics of Housework,” in Bartiz
* “Radical Feminism: The Personal is Political,” in Ellis

Optional:

* Kathy McAfee and Myrna Wood, “Bread and Roses,” in Baritz
* Naomi Jaffe and Bernadine Dohrn, “The Look is You: Toward a Strategy for Radical Women,” in Baritz
* Robin Morgan, “Goodbye to All That,” in Baritz

F – Religion and Radicalism

* “From Jew to Reverend Gale,” in Levitas, The Terrorist Next Door
* “The Ministry of Christ Church,” in Levitas

Optional:

* “The Conjurer’s Circle,” in Levitas
* “Volunteer Christian Posses,” in Levitas
* Mel Piehl, Breaking Bread: The Catholic Worker and the Origin of Catholic Radicalism
* Chris Hedges, American Fascists: The Christian Right and the War on America, Chapter 5 – Persecution, Chapter 6 – The War on Truth, Chapter 10, Apocalyptic Violence
* Walter Rauschenbusch, Christianizing the Social Order, part 4 – Chap 7 and part 5 – Chap 7

G – The Alt-Right

* Allum Bokhari and Milo Yiannopoulos, “An Establishment Conservative’s Guide to the Alt-Right,” Breitbart, 3/29/16
* Ronald Beiner, “The Political Thought of Stephen K. Bannon,” Crooked Timber. January 11, 2017
* George Hawley, Making Sense of the Alt Right, Chapter 1 – The Alt-Right’s Goals and Predecessors, Chapter 4 – The Alt-Right Attack on the Conservative Movement

Optional:

* Hawley, Chapter 5 – The Alt-Right and the 2016 Election
* George Hawley, Right Wing Critics of American Conservatism, Chapter 9, Voices of the Radical Right: White Supremacy in the United States.

III – Summary and Conclusions

* Eric Hoffer, The True Believer: Thoughts on the Nature of Mass Movements, chaps. 1-3