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## PSCI 443.01: Politics of Movement

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## POLITICS OF SOCIAL MOVEMENTS (Fall 2014)

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Instructor: Professor Paul Haber

Political Science Department, course #443

Meets: Wednesdays 4:10-6:30

Office hours in LA 349: Tuesday and Thursday 11:10-12:30 and by appointment

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### **Books available for purchase in UC Bookstore (and elsewhere, of course):**

Suzanne Staggenborg. (2010) *Social Movements*. Oxford.

Charles Tilly and Lesley Wood. (2012) *Social Movements, 1768-2012*. 3<sup>rd</sup> edition. Paradigm.

Robert Schaeffer. (2014) *Social Movements and Global Social Change*. Roman & Littlefield.

Ralph Nader. (2014) *Unstoppable: The Emerging Left-Right Alliance to Dismantle the Corporate State*. Nation Books.

*"Power concedes nothing without a demand. It never did and it never will. Find out just what any people will quietly submit to and you have found out the exact measure of injustice and wrong which will be imposed upon them, and these will continue till they are resisted with either words or blows, or both. The limits of tyrants are prescribed by the endurance of those whom they oppress." Fredrick Douglass*

### **Course Description**

This is a seminar – not a lecture class – on the theory, history and significance of social movements.

Learning Goals: There are two primary learning goals for this course. The first goal is to significantly bolster students' knowledge regarding the historical and contemporary significance of social movements. Second, to provide an opportunity for students to develop their writing and verbal analytical skills.

No assumptions are made regarding students' familiarity with this subject. I do, however, assume that all students taking this class will devote considerable time each week reading, reflecting on the material, and coming to class with prepared comments and questions to contribute to the conversation.

### **Grading**

Class participation: 1/2 of total grade

Review Essay and Response to Nader: 1/2 of total grade

All assigned readings must be read carefully and analytically **before** the class listed below for discussion. Students must come prepared to summarize the readings and armed with questions and comments from the readings. Students are expected to attend all classes unless ill or in case of emergency. Make a serious effort to get to class on time. If you are absent or late, send me an email explaining it. **Do not explain it to me on the phone, in class, before class or after class.** I am happy to speak with you in my office if you are having personal challenges that are negatively affecting class performance or attendance.

Students are **expected** to think analytically about the material, and to subject the material to rigorous scrutiny in class and in their written statements. Students are **strongly encouraged** to bring outside perspectives and readings as contributions to our conversations.

Graduate Increment: Expectations of graduate students will be higher than for undergraduate students in this class. Specifically, graduate students will be required to read and bring outside perspectives to class discussions on a regular basis.

## **Class Participation Evaluation**

A range. This student is energetic and engaged. This student is highly motivated to make significant contributions to class. This student is consistently well prepared, having read at a minimum the assigned reading, if not beyond. This student's ideas and questions are substantive and generate class discussion. This student may certainly ask clarifying questions but also asks analytical questions and makes analytical comments. Importantly, this student listens and responds to the contributions of other students.

B range. This student participates consistently in discussion. This student comes to class prepared and contributes regularly by sharing thoughts and questions that show insight and a familiarity with the material. This student asks helpful clarifying questions and from time to time asks analytical questions or makes analytical comments. This student shows interest in other students' contributions.

C range. This student meets the basic requirements of class participation. This student is usually prepared and participates occasionally but not on a regular basis. This student's contributions are almost always clarifying rather than analytical and rarely if ever generate class discussion.

D range. This student should not have taken this class. This student rarely if ever meets the basic requirements of class participation. This student misses class often or comes in late, and shows up for class inadequately prepared. The student rarely participates in class discussion or participates in such a way that does not contribute to the quality of the conversation.

## **Evaluation of the review essay:**

Students will be required to write a review essay of the books by Staggenborg, Schaeffer, and Tilly & Wood. There are a number of journals that regularly do review essays. A couple of good examples are The Latin American Research Review and The New York Review of Books. Check them out; this should be useful to you as you develop your writing strategy.

The paper should be 10 – 15 pages, double-spaced. Bibliography required. Footnotes optional – no endnotes.

A range. This paper is outstanding in form and content.

The ideas are original and insightful.

Claims are clearly stated and substantiated with some combination of reasoning and evidence.

Strong bibliography and use of citations and quotes.

The final subheading of the paper entitled "concluding comments and questions" is thought provoking and includes ideas for future pursuit.

The paper is very well written and edited.

B range.

The ideas are interesting but not original or notably important and insightful.

Claims are fairly well stated and usually substantiated with some combination of reasoning and evidence.

The analysis is simple with less appreciation for nuance than an A paper.

The paper is reasonably well written and edited.

C range.

The ideas are not all that interesting.

Claims and arguments lack clarity.

Key terms are not well defined.

The paper may be poorly written or having spelling or grammatical errors. It is clear that the student did not adequately proofread the paper or have help from others in doing so. Weak bibliography and use of readings to support the narrative.

D range.

Poorly written on most if not all fronts.

## READINGS AND ASSIGNMENTS

August 27	Introduction to the class, no required readings
September 3	Preface and chapters 1-3 of Staggenborg. The reading discusses origins and definitions, theories, and issues in the study of social movements and collective action. Type up answers to the discussion questions for chapters 1, 2, and 3 in a way that prepares you to be able to answer the questions in class. For example, you may want to write out your answer in narrative form or you might prefer outlines. This work will be collected at the end of class.
September 10	Chapters 4-6 of Staggenborg. The reading summarizes the protest cycle of the 1960s, the women's movement, and the gay and lesbian movement. Prepare for class in the same way as above.
September 17	Chapters 7-10 of Staggenborg. The reading discusses the environmental movement, the new American right, and the global justice movement. There are discussion questions for chapters 7-9. Instructions remain the same.
September 24	Prefaces and chapters 1-4 of Tilly and Wood. Answer discussion questions.
October 1	Chapters 5-7 of Tilly and Wood. Answer discussion questions.
Note: The next two books do not come equipped with discussion questions. We will decide as a group how to structure our class conversations for the remainder of the class.	
October 8	Chapters 1-4 of Schaeffer
October 15	Chapters 5-8 of Schaeffer
October 22	Chapters 9-13 of Schaeffer
October 29	Introduction and chapters 1-3 of Nader. I also expect everyone to think about his or her paper and to come to class ready to discuss ideas to date.
November 5	Chapters 4-6 of Nader
November 12	Chapters 7-10 and epilogue of Nader
November 19	To be announced
November 26	No class, travel day for Thanksgiving
December 3	Papers due

### Accessibility

The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, contact me at the beginning of the semester so that proper accommodations can be provided. Please contact Disability Services for Students if you have questions, or call Disability Services for Students (DSS) for voice/text at 406.243.2243. You may also fax the Lommasson Center 154 for more information at 406.243.5330.