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PSC 343.01: Politics of Social Movements

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POLITICS OF SOCIAL MOVEMENTS

Instructor: Professor Paul Haber
Political Science Department, course #343
paul.haber@umontana.edu Autumn 2007
Meets: W 4:10-6:30 in LA 344
Office hours in LA 355: TR 12:30 - 2:00 (and by appointment)

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Books available for purchase in UC Bookstore:

Cyrus Ernesto Zirakzadeh, *Social Movements in Politics, Expanded Edition: A Comparative Study*. New York: Palgrave Macmillan, 2006.

Paul Haber, *Power from Experience: Urban Popular Movements in Late Twentieth-Century Mexico*. University Park: Penn State Press, 2006.

This class will study social movements in a number of national contexts and from a number of theoretical perspectives. We will begin by reading two recent books that address theory and methodological issues as well as present case studies. There is an emphasis on Latin America (Zirakzadeh's book has four case studies, two from Latin America, and my book has two case studies from Mexico). All students will undertake original research on a social movement of their choice and write a paper and give a presentation based on this research.

No assumptions are made regarding students' familiarity with Latin America, the history of social movements or social movement theory. I do, however, assume a willingness to work hard to understand the histories of various social movements and the complexity of different theoretical approaches. I also assume a willingness on the part of students to participate in seminar discussions. There are no written exams in this class; instead, I closely evaluate student comprehension of readings and analytical ability on an on-going basis. We will discuss what this means in the first day of class. Students are welcome to seek clarification or inquire at any time regarding my evaluation of their performance.

Grading:

Oral Exam 1/4

Paper 1/4

Presentation 1/4

Class attendance, homework assignments, and contributions to class discussions 1/4

Students are required to read all assigned readings on time, and to come to class prepared to discuss them. All assigned readings must be read carefully and analytically **before** the class listed below for discussion. Make a serious effort to get to class on time.

Students are encouraged to think critically about the material, and to subject the material to rigorous scrutiny in class and in their written statements. I look favorably on efforts by students who make efforts to support arguments with outside materials and perspectives. It may well be necessary, from time to time, to rearrange assignments or alter the schedule. Any changes in scheduling will be announced in class or on blackboard (see Blackboard Instruction Sheet). Should you have to miss class, it is your responsibility to contact either the professor or another student to see what has been missed - and then to work hard to make it up by the next class.

READINGS AND ASSIGNMENTS

August 29 Introduction to class, no readings
September 5 Haber, Introduction and chapters 1 and 2
September 12 Haber, chapters 3 and 4
September 19 Haber, chapters 5 and 6
September 26 Zirakzadeh, Parts 1 and 2
October 3 Zirakzadeh, Parts 3 and 4
October 10 Zirakzadeh, Parts 5 and 6
October 17 Oral Exams
October 24 Oral Exams
October 31 Student presentations
November 7 Student presentations
November 21 Holiday
November 28 Student presentations
December 5 Student presentations

December 12: 5:30-7:30 Course evaluations and student presentations. Project papers due except for students presenting this day. They will have a few extra days to hand in their papers.

Part III: Presentations

Students will conduct research on a past or present social movement of their choice and present their findings to the class and write a paper (10-15 pages) based on this research. Three students will present each day. Students may assign readings but must be sure to integrate those readings into the presentation in an explicit way that must receive prior approval from me. These readings must be made available to students at least 48 hours before class. I would imagine most students will want to put their readings on reserve. Just remember that it takes them a while to get them on reserve and they must be available to students 48 hours in advance. Hard copies of the reading must also be presented to me at the same time. Students may also choose to distribute a draft of their paper and require students to comment on this draft. Personally, I think this is a very good option.

Research can combine fieldwork and library/document research. Presentations must include and draw explicit connections between the history of the movement and social movement theory. Students are required to hand in an annotated bibliography of sources that are integrated or inform the presentation in important ways. These annotated bibliographies are due on the day of the presentation. Each presenter will have half a class period. Presenters are responsible for structuring this time. Students must present to me an outline of how they plan to proceed in class at least 24 hours before the presentation. Students not presenting are responsible for engaging the presenter with questions and comments of quality and doing any assigned reading.