

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

Fall 9-1-1995

PSC 343.01: Politics of Social Movements

Paul L. Haber

University of Montana - Missoula, paul.haber@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Haber, Paul L., "PSC 343.01: Politics of Social Movements" (1995). *Syllabi*. 6750.

<https://scholarworks.umt.edu/syllabi/6750>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

POLITICS OF SOCIAL MOVEMENTS

Instructor: Professor Paul Haber office phone: 243-4862
University of Montana
Political Science Department, course #343
Autumn 1995
Meets: TR 9:40 - 11:00 in LA 337
office hours in LA 355: MWF 2:00 - 3:00 (and by appointment)

Books available for purchase in UC Bookstore:

1. John Gaventa, *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley* (University of Illinois Press, 1980).
2. Frances Fox Piven and Richard Cloward, *Poor People's Movements: Why they Succeed, How they Fail* (Vintage Books, 1979).
3. Thomas Geoghegan, *Which Side Are You On? Trying to be for Labor When It's Flat on Its Back*. (Farrar, Straus & Giroux, 1991).
4. Paul Johnston, *Success While Others Fail: Social Movement Unionism and the Public Workplace*. (ILR Press, Cornell University, 1994).

5) FAC-PAC

This is a course on 20th century social movements in the United States. What role have social movements had in shaping the politics of power, as reflected in public policy, electoral politics, relations of class, race, and gender, and people's understanding of the world and their place in it? We will repeatedly ask the question, why have particular movements and movement organizations succeeded to the degree they have, and why have they failed to accomplish more? Efforts will be made to combine an historical appreciation of the movements and a normative assessment of their goals.

No assumptions are made regarding students' familiarity with U.S. history, social movements, or social movement theory. It does, however, assume a willingness to work hard to understand the histories of various social movements and the complexity of competing theoretical approaches. Students are required to not only read the material, but come to class prepared to discuss it.

Your grade will be based primarily on a mid-term and a final exam. Students are required to read all assigned readings on time, and to come to class prepared to discuss them. It is not sufficient to read the material quickly right before class. All assigned readings must be read carefully and analytically *before* the class listed below for discussion. You should come to class prepared to make voluntary contributions to class discussions and to answer questions directed at students by the instructor.

Students will have an opportunity to either lower or improve their grade through class attendance and participation. Exams will refer to both the readings and class discussions.

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. When you miss class, it is your responsibility to contact either the professor or another student to see what has been missed.

Part I: Why are Social Movements so Difficult to Form: the Powers of Prevention

Gaventa, Preface and pp. 1-44 for September 7

Gaventa, pp. 47-83 for September 12 (Give special attention to the conceptual issues raised pp. 47-53, 61-76, 80-83)

Gaventa, pp. 84-121 for September 14 (Give special attention to the conceptual issues raised on pp. 84-96, 109-116.)

Gaventa, pp. 125-201 for September 19 (Give special attention to the conceptual issues raised on 141-145, 161-169, 192-195, 199-201.)

Gaventa, pp. 205-261 for September 21

Part II: Four Case Studies and a Point of View

Piven and Cloward, pp. ix-40 for September 26

Film for September 28 (no reading required)

Piven and Cloward, pp. 41-95 for October 3

Piven and Cloward, pp. 96-180 for October 5

Piven and Cloward, pp. 181-263 for October 10

Piven and Cloward, pp. 264-359 for October 12

Mid-term Workshop on October 17

MID-TERM EXAM DUE OCTOBER 19

Part III: Movements of the Right

Goldberg, pp. 65-90 for October 24

Bruce, pp. 477-494 for October 26

Falwell, pp. 111-123 for October 26

Christianity Today, pp. 42-45 for October 26

Part IV: Women's Movement

Popkin, pp. 181-222 for October 31

Hartsock, pp. 3-19, for November 2

Bunch, pp. 189-201 for November 2

Staggenborg, pp. 75-92 for November 7

Kaminer, pp. 51-68 for November 7

film of Christine Hoff Summers for November 9

Part V: A Worried View of Labor

Geoghegan, pp. 3-83 for November 16
Geoghegan, pp. 84-160 for November 21
Geoghegan, pp. 161-230 for November 28
Geoghegan, pp. 231-287 for November 30

Part VI: Public Employees in the Post-Industrial Age

Johnston, pp. 3-54 for December 5
Johnston, pp. 55-112 for December 7
Johnston, pp. 113-174 for December 12
Johnston, pp. 175-225 for December 14

FINAL EXAM Thursday December 21, 10:10-12:10