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PSCI 443.01: Politics of Social Movements

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POLITICS OF SOCIAL MOVEMENTS (Spring 2018)

Instructor: Professor Paul Haber
Political Science Department, course #443
Meets: Mondays 3:00-5:20
Office hours in LA 349: Mondays before and after class for an hour and by appointment

office phone: 243-4862
email: paul.haber@umontana.edu

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

Jonathan Smucker, *Hegemony How-To: A Roadmap for Radicals*. AK Press, 2017.

Jane F. McAlevey, *No Shortcuts: Organizing for Power in the New Gilded Age*. Oxford University Press, 2016.

Daniel Schlozman, *When Movements Anchor Parties: Electoral Alignments in American History*. Princeton University Press, 2015.

L.A. Kaufman, *Direct Action: Protest and Reinvention of American Radicalism*. Verso, 2017.

"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

"What is possible would never have been achieved if, in this world, people had not repeatedly reached for the impossible." Max Weber, "Politics as a Vocation," 1918

"Freedom isn't free. It shouldn't be a bragging point that "Oh, I don't get involved in politics," as if that makes you somehow cleaner. No, that makes you derelict of duty in a republic. Liars and panderers in government would have a much harder time of it if so many people didn't insist on their right to remain ignorant and blindly agreeable." Bill Maher

"People know what they do; frequently they know why they do why they do what they do; but what they don't know is what what they do does." Michel Foucault

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 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. This should be facilitated by careful completion of the Notebook Assignment (explained below).

Grade Calculation

Notebook: 1/3 of total grade

Class attendance and participation in class discussions: 1/3 of total grade

Paper: 1/3 of total grade

Extra Credit Assignment: locate and interview at least one person who is working within a social movement organization who is making or attempting to make what you believe is making a positive difference. You can do the interview in person or on the phone. Write it up and share it with the class. Please let me know when you would like to contribute this to class so I can plan.

All assigned readings must be read carefully and analytically ***before*** the class listed below for discussion. Then, and only then, will they be able to adequately complete the Notebook Assignment:

Each class for which we have assigned readings, you are required to write a one-page response to these readings. These responses have a maximum length of one page, single spaced, size 12 font, reasonable margins. Name, date, and title of the readings done clearly stated across the top of the page. These responses **MUST** be well edited. I am looking for thoughtful analytical writing, not stream of consciousness. Each of these assignments must conclude with at least one question or comment that you are willing to share in class (you are welcome to include more than one, either at the end or in conclusion). While volunteering is wonderful, I will also call on people in class. These assignments will be given to me at the end of the class for which they are written.

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, 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.

This is a 400 level class. Students are ***expected*** to think analytically about the material, and to subject the material to rigorous scrutiny in class and in their written notebook statements. Students are encouraged to bring outside perspectives and readings as contributions to our conversations and to incorporate them into the notebook assignments.

Students taking this class for PSCI 400 writing credit must do second drafts of the paper assignment.

Graduate Increment: Quality expectations of graduate students will be higher than for undergraduate students in this class. 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 responses:

Students will be required to write two response papers. Each one should be 5-10 pages long, double spaced, with citations clearly marked in a consistent manner. Bibliography required. Footnotes optional – no endnotes.

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

The ideas presented and questions posed 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 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 (subject to changes)

January 22 Introduction to the class and discussion of materials sent out via email January 9.

Day one notes for January 22. (attached to email of January 9).

www.mindfulresistance.net

<https://www.brainpickings.org/2015/03/19/a-rap-on-race-margaret-mead-and-james-baldwin/>

Note: This is a four-part series.

William Deresiewicz, "The Neoliberal Arts: How college sold its soul to the market," *Harpers Magazine*, September 2015. (attached as word document to an email sent to students on January 9)

Rebecca Solnit, *Hope in the Dark: Untold Histories, Wild Possibilities*. Nation Books, 2004. Please read the attachment sent to students on January 9. This is pages 1-6, 13-19, 57-62, 63-71.

January 29 First third of Smucker and whatever else is assigned.

February 5 Second third of Smucker and whatever else is assigned.

February 12 Last third of Smucker and whatever else is assigned.

February 19 President's Day, School Holiday

February 26 First half of McAlevey and whatever else is assigned.

March 5 Second half of McAlevey and whatever else is assigned.

- March 12 Papers due.
- March 19 First third of Schlozman and whatever else is assigned.
- March 26 Spring break.
- April 2 Second third of Schlozman and whatever else is assigned.
- April 9 Last third of Schlozman and whatever else is assigned.
- April 16 First third of Kaufman and whatever else is assigned.
- April 23 Second third of Kaufman and whatever else is assigned.
- April 30 Last third of Kaufman and whatever else is assigned.

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.

Supplemental reading ideas:

Ben Agger, *Critical Social Theories: An Introduction*. Oxford University Press, second edition, 2006.

Ta-Nahisi Coates, *We Were Eight Years in Power*. One World Publishers, 2017.

Ruby Sales. Interview with this civil rights icon on the podcast "Onbeing." Unedited version, preferable.

Nick Srnicek and Alex Williams, *Inventing the Future: Postcapitalism and a World Without Work*. Verso, 2nd edition, 2016.

Zeynep Tufekci, *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale, 2017.

Noam Chomsky, *Requiem for the American Dream*. There is a book and also a film. Film is available on Netflix.

Kurt Schock, *Civil Resistance Today*. Polity Press, 2015.

Ralph Nader, *Breaking Through Power*. City Lights, 2016.

Jack Shenker, *The Egyptians*. New Press, 2017.

Michelle Alexander, *The New Jim Crow*. The New Press, 2012.

<http://www.nybooks.com/articles/2015/05/21/mass-incarceration-silence-judges/>

Peter Levine, *We are the Ones We Have Been Waiting For*. Oxford, 2013.

Laura Grattan, *Populism's Power: Radical Grassroots Democracy in America*. Oxford, 2016. I ordered exam copy April 2016.

Nathan Schneider, *Thank You, Anarchy: Notes from the Occupy Apocalypse*. University of California Press, 2013.

Jeffrey Stout, *Blessed are the Organized*. Princeton University Press, 2012.

Jeremy Brecher, *Climate Insurgency*. Paradigm Publishers, 2015.

Rebecca Neaera Abers and Margaret Keck, *Practical Authority: Agency and Institutional Change in Brazilian Water Politics*. Oxford University Press, 2013.

Verónica Gago, *Neoliberalism from Below: Popular Pragmatics and Baroque Economies (Radical Américas)*. Duke University Press, 2017.

<https://www.dukeupress.edu/collective-situations>

Book on arts and social movements in Latin America. First chapter can be downloaded and read for free.

<http://www.nybooks.com/articles/2010/06/10/food-movement-rising/> Food movement by Michael Pollen.

Becky Bond and Zack Exley, *Rules for Revolutionaries: How Big Organizing Can Change Everything*. Chelsea Green Publishing, 2016.

<http://www.thenation.com/article/how-progressives-can-and-must-regain-the-moral-high-ground/>

Nation magazine article by the Rev. Dr. William J. Barber II