

Fall 9-1-1997

PSC 343.01: Politics of Social Movements

Paul L. Haber

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

Let us know how access to this document benefits you.

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

Recommended Citation

Haber, Paul L., "PSC 343.01: Politics of Social Movements" (1997). *Syllabi*. 8505.
<https://scholarworks.umt.edu/syllabi/8505>

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
Political Science Department, course #343
Autumn 1997
Meets: TR 8:10 - 9:30 in LA 337
office hours in LA 355: TR 3:40 - 5:00 (and by appointment)

office phone: 243-4862

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. Sara Diamond, *Roads to Dominion: Right Wing Movements and Political Power in the United States* (Guilford Press, 1995).
4. David Reynolds, *Democracy Unbound: Progressive Challenges to the Two Party System* (South End Press, 1997).

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? Towards the end of the class, we will focus on how lessons of the past might be relevant for movements of the present and future.

No assumptions are made regarding students' familiarity with U.S. history, 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 competing theoretical approaches.

Grading:

Gaventa/Piven and Cloward paper	1/3
Diamond/Reynolds paper	1/3
Class Attendance and Participation	1/3

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. **Students are required to come to class with a typed question or statement regarding that day's reading.** These will be handed in. Students may miss three classes without explanation. After that, students must bring a typed statement explaining their absence. Make a serious effort to get to class on time. If you have a good reason for being late, convey it to me after class.

Students will discover that this course material is controversial, and open to differing interpretations. Students are encouraged to think critically about the material, and to subject the material to rigorous interrogation in class. Students who make efforts to support arguments with outside materials and perspectives will be rewarded.

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 - and then to work hard to make it up by the next class.

READINGS AND ASSIGNMENTS

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

Gaventa, Preface and pp. 1-44 for September 4

Gaventa, pp. 47-83 for September 9 (Give special attention to the conceptual issues raised pp. 47-53, 61-76, 80-83)

Gaventa, pp. 84-121 for September 11 (Give special attention to the conceptual issues raised on pp. 84-96, 109-116.)

Gaventa, pp. 125-201 for September 16 (Give special attention to the conceptual issues raised on 141-145, 161-169, 192-195, 199-201.)

Gaventa, pp. 205-261 for September 18

Part II: Four Case Studies and a Theory

Piven and Cloward, pp. ix-37 for September 23

Piven and Cloward, pp. 41-92 for September 25

Piven and Cloward, pp. 96-175 for September 30

Piven and Cloward, pp. 181-211 for October 2

Piven and Cloward, pp. 211-258 for October 7

Piven and Cloward, pp. 264-301 for October 9

Piven and Cloward, pp. 301-359 for October 14

Paper Writing Workshop on October 16 no reading
bring written outlines or drafts and come prepared for discussion

Paper #1 due October 21 no reading

Part III: Movements of the Right

Diamond, pp. 1-65 for October 23

Diamond, pp. 66-106 for October 28

Diamond, pp. 109-160 for October 30

Diamond, pp. 161-202 for November 4

Diamond, pp. 205-256 for November 6

Diamond, pp. 257-312 for November 13

Part IV: Progressive Challenges

Reynolds, pp. vii-73 for November 18

Reynolds, pp. 75-123 for November 20

Reynolds, pp. 127-183 for November 25

Reynolds, pp. 185-222 for December 2

Reynolds, pp. 223-263 for December 4

Reynolds, pp. 267-330 for December 9

Paper Writing Workshop on December 11 no reading
bring paper outlines and come prepared for discussion

Paper #2 due December 16 (my office, by 5:00pm)