**U.S. SOCIAL MOVEMENTS**

COURSE DESCRIPTION

The role and context of 20th and 21st century social movements in the United States, with specific attention paid to forgiveness and revenge.

PREREQUISITES: None

AIMS & OBJECTIVES

Upon completion of this course the successful student will be able to:

1. think strategically about social movements;

2. analyze and evaluate various means for assuring social movement accountability and responsiveness;

3. analyze and evaluate challenges associated with implementing social movement considering various actors’ perspectives; and

4. think critically about competing demands that social movements face (between, for example, accountability, authority, inclusiveness, and fairness).

COURSE POLICIES

1) Late Assignments/Absence/Tardiness: No late assignments will be accepted; any papers submitted after the due date will receive a 0 for the assignment. Unexcused absences and tardiness will hinder your participation grade and are highly discouraged. In the event of an absence, it is the student’s responsibility to obtain a copy of the class notes from a fellow student, not the instructor.

2) Plagiarism: Cheating, plagiarism, and falsification of student work of any kind is forbiddent Take pride in your work. Any student caught cheating will receive a failing grade in the class and be referred to Virginia Tech administration for disciplinary actions.

3) Special Needs: I want you to succeed. Please notify the instructor if you require accommodations or adaptations because of a documented disability or if you have emergency medical information to share. For more information, visit the Office of Students with Disabilities at www.ssd.vt.edu.

4) Electronic devices: Laptop use is strictly for taking notes or small group research; no Internet shopping, IMing, Facebooking, etc. All other electronic devices, esp. cell phones, are not permitted during class. As a courtesy to the class and to the instructor, please ensure that your phone is placed on silent or vibrate. If you have an emergency and you need to have your phone on during class time, contact me before class starts.

COURSE REQUIREMENTS

Your grade will be based on the following five components:

Participation 25%

Protest Songs or Film Analysis Paper 15%

Spotlight Presentation 5%

Final Research Paper 30%

Group Presentation 25%

*Participation*

Regular, punctual attendance at all class meetings, along with active and informed participation, is central to you and your classmates’ learning. You are required to do the readings and participate actively in class. You are encouraged to make substantive contributions to class discussion and engage with the course material, your peers, and the instructor in a respectful manner. Some of the topics we discuss may resonate personally with students and it is imperative we listen to each other and conduct our discussions free of bigotry, disrespect, and rudeness. Disruptive class behavior will not be tolerated. Participation will account for 25% of your total course grade.

*Spotlight Presentation*

During the last couple weeks of class, each student will present a brief 5-minute presentation about an aspect of a current or historical social movement which appeals to the student. A short handout (no more than one page) for the Instructor should accompany your presentation. Spotlight accounts for 10% of your grade.

*Final Research Paper*This paper (12-15 pages) will chronicle & analyze one social movement.  You may also conduct a comparison between two similar types of social movements.No late papers will be accepted; in an emergency, I will accept papers electronically but please note that I must receive your paper electronically BEFORE class begins or it will not be accepted.

*Protest Songs or Film Analysis Paper*This paper (4-5 pages) is either a film critique or song critique. Choose 4-6 protest songs from a particular era/social movement and analyze them. This should address the social environment in which the song was popular. You may also write a film review and critique. Please reference Canvas list for choices of eligible films.
*Group Presentation*
This is an opportunity for you to present on a movement that we have not focused on in class as a major social movement (i.e. the labor movement, civil rights movement, and women’s movement). You could pick a different movement altogether or select a smaller sub-movement which you view as a 21st continuation of an earlier social movement (such as Black Lives Matter with the Civil Rights Movement).

Draft Schedule of Classes

Week 1

Course Introduction & Defining Key Terms

Debate: Does the mobilized Right seem to draw primarily on the strategies, language, and tactics of the Left? Or, does it represent a new form of social movement?

Week 2

American Political Thought

* Jacobs and Skocpol, Inequality and American Democracy (2005), Chap. 1.
* Alexis de Tocqueville, Democracy in America, Chap. 3 (1835).
* James Madison, Federalist 10 (1787).
* Frederick Douglass, “What to the Slave is the 4th of July?” (1852)
* The Declaration of Sentiments from the Seneca Falls Convention (1848)
* Robert Dahl, How Democratic is the American Constitution? (2003), Ch. 3-5, 8.
* Michael Lind, “Alice Doesn’t Vote Here Anymore,” Mother Jones, March/April 1998
* Howard Zinn. You Can’t Be Neutral on a Moving Train: A Personal History of Our Times. Boston: Beacon Press, 1994. Introduction and chapters 1-6, 11-15.

Week 3

Civic Participation

* Joe Soss and Lawrence Jacobs, “The Place of Inequality: Non-participation in the American Polity,” Political Science Quarterly (2009).
* Christopher Uggen, Angela Behrens, and Jeff Manza, “Criminal Disenfranchisement,” Annual Review of Law and Social Science (2005).
* Richard Freeman, America Works, Ch. 5.
* Robert Putnam, “The Strange Disappearance of Civic America,” American Prospect (December 1996).
* Theda Skocpol, Diminished Democracy, Ch. 1-6

Week 4

Origins of Social Movements: Structural Issues

* Neil Smelser, "Structural Strain Underlying Collective Behavior," in Theory of Collective Behavior
* Neil Smelser, "The Nature of Collective Behavior," in Theory of Collective Behavior
* Mancur Olson, "A Theory of Groups and Organizations" in The Logic of Collective Action
* Mancur Olson, "Group Size and Group Behavior" in The Logic of Collective Action
* McCarthy, John D., and Mayer N. Zald. 1977. Resource Mobilization and Social Movements: A Partial Theory. American Journal of Sociology 82 (6):1212-41.
* Cohen, Jean L. 1985. Strategy or Identity: New Theoretical Paradigms and Contemporary Social Movements. Social Research 52 (4):663-716.

Week 5

Origins of Social Movements: Normative Issues

* Joel F. Handler, 1978. "A Theoretical Perspective" in Social Movements and the Legal System. New York: Academic Press.
* Galanter, Marc. 1974. Why the 'Haves' Come Out Ahead: Speculations on the Limits of Legal Change. Law and Society 9 (1):95-160.
* Tilly, Charles. 1984. Social Movements and National Politics. In State-making and Social Movements, edited by C. Bright and S. Harding. Ann Arbor: University of Michigan Press.
* [Keller, Morton. 1987. Powers and Rights: Two Centuries of American Constitutionalism. Journal of American History 74 (3):675-694](http://www.jstor.org/fcgi-bin/jstor/viewitem.fcg/00218723/di952430/95p0008e/0?config=jstor&frame=frame&userID=NoUserID&dpi=4)

Week 6

Identity Politics

* Steve Biko, “[Black Consciousness and the Quest for True Humanity](http://disa.ukzn.ac.za/sites/default/files/pdf_files/remar72.3.pdf)” (1971?)
* Audre Lorde, “[The Master’s Tools Will Never Dismantle the Master’s House](http://collectiveliberation.org/wp-content/uploads/2013/01/Lorde_The_Masters_Tools.pdf) ” (1984)
* Todd Gitlin, “[The Left, Lost in the Politics of Identity](http://harpers.org/archive/1993/09/the-left-lost-in-the-politics-of-identity/),” *Harper’s Magazine*, 1993
* Susan Bickford, “[Anti-Anti-Identity Politics: Feminism, Democracy, and the Complexities of Citizenship](https://www.jstor.org/stable/3810735),” *Hypatia,* vol. 12, no. 4 (1997).

Week 7

What are Rights?

* Richard E. Flathman, "Types of Rights," in The Practice of Rights
* Ronald Dworkin, "Taking Rights Seriously," in Taking Rights Seriously
* Ian Shapiro, "Anatomy of an Ideology," in The Evolution of Rights in Liberal Theory
* [Hendrik Hartog, 1987. The Constitution of Aspiration and 'The Rights That Belong to Us All', Jnl. of Am. Hist. 74 (3): 1013-1034](http://www.jstor.org/fcgi-bin/jstor/viewitem.fcg/00218723/di952430/95p0024k/0?config=jstor&frame=frame&userID=NoUserID&dpi=4)
* [Lynd, Staughton. 1987. The Genesis of the Idea of a Community Right to Industrial Property in Youngstown and Pittsburgh, 1977-1987. Journal of American History 74 (3):926-958.](http://www.jstor.org/fcgi-bin/jstor/viewitem.fcg/00218723/di952430/95p0021h/0?config=jstor&frame=frame&userID=NoUserID&dpi=4)

Week 8

The Labor Movement

* Tomlins, Christopher L. 1985. The New Deal, Collective Bargaining and the Triumph of Industrial Pluralism. Industrial and Labor Relations Review 39:19-34.
* Klare, Karl E. 1978. Judicial Deradicalization of the Wagner Act and the Origins of Modern Legal Consciousness. Minnesota Law Review 62 (3):265-339
* Dubofsky, Melvin. 1994. "The New Deal Labor Revolution, Part I, 1933-1936" in State and Labor in Modern America, pp107-135.
* Dubofsky, Melvin. 1994. "The New Deal Labor Revolution, Part II, 1937-1941" in State and Labor in Modern America, pp137-167.

Week 9
The Civil Rights Movement

* [Tushnet, Mark. 1987. The Politics of Equality in Constitutional Law: The Equal Protection Clause, Dr. DuBois, and Charles Hamilton Houston. Journal of American History 74 (3):884-903.](http://www.jstor.org/fcgi-bin/jstor/viewitem.fcg/00218723/di952430/95p0019m/0?config=jstor&frame=frame&userID=NoUserID&dpi=4)
* Rosenberg, The Hollow Hope, pp1-174
* Klarman, Michael J. 1994. How Brown Changed Race Relations: The Backlash Thesis. Journal of American History 81 (1):81-118;
* Sanders, Francine. 1995. Brown v. Board of Education: An Empirical Reexamination of Its Effects on Federal District Courts. Law and Society Review 29 (4):731-756.
* Eyes on the Prize, America’s Civil Rights Movement, PBS Video
* Bayard Rustin, [“From Protest to Politics: Future of the Civil Rights Movement](http://digital.library.pitt.edu/u/ulsmanuscripts/pdf/31735066227830.pdf),” *Commentary* (February, 1965).
* "Black Radicalization and the Funding of Civil Rights: 1957-1970" by Haines (McAdam & Snow, pp. 440-449)

Week 10

The Women's Movement

* Craig and O'Brien, Abortion and American Politics
* Rosenberg, The Hollow Hope, pp173-265
* Luker, Abortion and the Politics of Motherhood
* McCann, Rights at Work
* "The Consequences of Professionalization and Formalization in the Pro-Choice Movement" by Staggenborg (Freeman & Johnson, pp. 99-134, OR McAdam & Snow, pp. 421-439)

Week 11

Group Project Planning

Week 12

Group Project Presentations

Week 13

Spotlight Presentations

Week 14

Spotlight Presentations