PROPOSAL FOR A JUNIOR-SENIOR CLUSTER COURSE
(coversheet)
(the proposal coordinator may duplicate this sheet and distribute to faculty participants)

Please type:

Title of proposed course: Social Movements

When will this course be offered?: 1996-97

Title of cluster: Community Studies

Name of cluster proposal coordinator: Nancy Chapman

Please address the following matters in your narrative, keying your text to the corresponding item below:

A. COURSE DESCRIPTION (100 words or less).

B. COURSE DEVELOPMENT. Please indicate whether the course is based on an existing course (and if so, specify), or is a new course in development. If the course is a revision of an existing course, please explain what form the revision will take (this may be addressed under item C).

C. GENERAL EDUCATION GOALS. Please describe how your pedagogical goals for the course promote the goals of General Education as adopted by the Faculty Senate. Please review the relevant sections of the General Education Working Group Report, or the September 16, 1994, report of the General Education Committee (both documents are available in the Office of University Studies, 445 NH). Applicants are reminded that the junior-senior cluster courses are expected to focus on program goals related to Human Experience and to Ethical Issues and Social Responsibility, while continuing to build on Inquiry and Communication program goals. Course instructors should use active learning strategies and challenge students to display increasingly sophisticated research and communication abilities. Examples of strategies for each of the General Education program goals are listed in the General Education Working Group Report and in the General Education Committee report (also, please be advised that faculty development events bearing on these strategies will take place in the Winter and Spring, 1995 terms). Attention should also be given to how this course functions in tandem with other courses in the cluster in working toward curricular integration within the cluster.

D. COURSE OUTLINE. Please provide a detailed outline of the proposed course. This need not be a completed syllabus, but should include an outline of topics, a preliminary reading list, and the name(s) or instructor(s) committed to teaching the course during its first year.
Social Movements

Course Description:

Examines the formation, dynamics, and outcomes of social movements in the context of national politics, with emphasis on twentieth-century United States. Major topics include: the transformation of communities of interest into organizations capable of collective action, the ways that America’s place-based electoral system shapes opportunities for mobilization and change, the effects of historical circumstances, strategies, and alliances on the fate of movements, and the impact of movements on politics and society.

General Education Goals:

Human Experience: The course examines how and how effectively diverse American groups are able to mobilize on behalf of their communities. It combines quantitative analyses of a sample of 19th and 20th century challenging groups and intensive case studies of twentieth-century civil rights, labor, unemployed, welfare, and women’s movements in order to understand the roles of timing, context, and mass-elite linkages.

Ethical issues and social responsibility: The course examines the effects of movements on political and economic citizenship through attention to the “rights” revolution and the proliferation of entitlements. It addresses the impact of media and public opinion on the course of movements and the role of third-party in adjudicating the outcomes of movements.
COURSE OUTLINE

Texts:
Frances F. Piven and Richard Cloward, Poor People's Movements, Vintage, 1979
Jane Mansbridge, Why We Lost the ERA, Chicago, 1989
Study Packet at Copyman (opposite PSU Bookstore) after 4/3
NOTE: The length of assigned readings varies. Plan your time to stay on top of them.

Objectives:
The course presents a macrosociological study of statemaking and social movements in the US. Key questions: How have American social institutions (private property, citizenship, federalism, parties, voting, race/class/gender inequalities) shaped the formation, dynamics, and outcomes of social movements. How, in turn, have social movements shaped American social institutions? While these are the perennial questions for political sociologists, they have special currency in 1995 with a new world order, an electoral realignment, and efforts to redefine the rights and entitlements of Americans and to remake the welfare state. Lectures and readings are organized around five themes:
1. What is a social movement? How are social movements different from crowds, sects, interest groups, panics, and other forms of collective action? How are social movements tied to national politics in America?
2. How do various environments and circumstances (such as federalism, voter realignments, depressions) encourage or discourage the appearance of social movements and shape the forms they take?
3. What factors determine the mobilization of social movements? How do size, strategy, repression, facilitation, and incorporation into the political system shape the life-course of movements?
4. What are the determinants of success for social movements in America?
5. How, if at all, do social movements change society?

Think of these questions as a study guide for exams and papers.

Format: Course meetings alternate between lectures and discussions. Lectures clarify, criticize, and supplement the readings. Because lectures and discussions call for everyone's participation, you must read course materials before each session and must attend regularly. If you don't have time to read everything before class, skim and read carefully later. We'll organize into teams for discussions. The teams will become study groups for the exams. Your contribution to discussions will be factored into your final grade. More important, because this a participatory class, you will be expected to withdraw if you cannot attend regularly or cannot arrive at the start of class time.

Requirements: Three writing assignments: midterm, final, and a short paper (3-4 pages), comparing/evaluating the arguments of the two books. Midterm and final based on study questions supplied in advance. All exams are open book. Participation in discussions will count 5-10% of the final grade.

What matters to me as the instructor:
1. Dialogue - Respect for each other's views
2. Feedback - I give comments on your work, including answers to compare with your own. You must provide a stamped self-addressed envelope for return of your final paper.
3. Progress - I will look favorably on improvement in deciding final grades
4. Finally, I hate transparent covers on papers.
### CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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| 3/27-4/3 (4) | Statemaking in America  
Introduction, Form Teams                                               | *Morone, intro, chs 1-4   |
| 4/5-4/10 (3) | The Appearance (& Non-Appearance) of Social Movements: Mobilization Theory  
(Liebman, Mobilizing the Moral Majority)                           | *Study packet             |
| 4/12-4/14 (2) | Studying Mobilization                                               | Gamson, ch 1-3            |
| 4/17-4/21 (3) | Mobilization in Practice  
Movements in the Nineties                                          | Gamson, ch 4-9             |
| 4/24        | Midterm exam                                                        | Gamson, ch 10              |
| 4/26-5/3 (4) | The Limits of Success  
Comparing 1930s Movements I                                         | Piven, Both intros &      |
|             |                                                                      | chs 1-3, Morone, ch 5     |
|             | Remember to read P & C as a critique of Gamson, Remember the focus on PPM and note emphasis on insurgency & timing |                           |
| 4/28        | Film: With Babies and Banners                                       |                           |
| 5/1         | Video: Piven, Questions in Poor Peoples' Movements                  |                           |
| 5/3-5/5     | Comparing 1930s Movements II                                        |                           |
|             | Union Maids #7451                                                   |                           |
| 5/8-5/12 (4) | The Limits of Success  
Comparing 1960s Movements  
Civil Rights as Model Movement  
Video: Civil Rights                                                 | Piven, chs 4-5, Morone,  
ch 6                  |
|             |                                                                      | *Study packet             |
| 5/15-5/22 (4) | Why We Lost the ERA  
Amending the Constitution                                          | Mansbridge, entire        |
| 5/24-5/26 (2) |                                                                      | *Study packet             |
| 5/29        | Memorial Day                                                       |                           |
| 5/31-6/2 (2) | Student Presentations/Summary                                       |                           |
| 6/7         | Final exam Wednesday 6/7 11:30 am                                    |                           |