Learning Objectives

The course asks you take the role of an organizer who must judge explanations of what makes for success for some movements and failure or compromise for others. It uses comparative case studies to think analytically about strategies, timing, framing, fields, and outcomes. At the start, ask what you want to learn about movements. At the end, you and your partners will show what you have learned through a community-based learning exercise.

We examine the formation, dynamics, and outcomes of US social movements, by asking:

1. How have US social institutions (private property, citizenship and the franchise, federalism and the two-party system) shaped social movements?
2. How, in turn, have social movements influenced individual and group rights, protections, and entitlements (such as medical care and welfare) that shape the inequalities of class, race, gender, and nativity in America and structure its moral order?

Core Questions

Lectures and readings are organized around five core questions:

1. What is a social movement? How are social movements tied to national politics in America?
2. How do structures (federalism) and circumstances (wars, electoral realignments) impact the formation, forms, and outcomes of social movements? Why are grievances many but mobilization irregular and collective actions few?
3. How do size, organizational form, strategy, repression, facilitation, coalition-building, and inclusion in the political system shape the life-course of movements?
4. What is the meaning of success for social movements? Is success to be understood in terms of what was sought or what was possible? Does success demobilize movements by turning them into interest groups that are part of the “establishment”?
5. How do social movements change American society? By their impact on the lifetimes of leaders, activists, or beneficiaries and future generations, how do movements shape political discourse and alter political possibilities?

Think of these questions as a study guide for discussions and writing exercises.

Course organization (not a standard lecture course . . . it runs by your participation)

Class sessions are split between lecture/discussions, videos, and team exercises. Lectures clarify, supplement, and criticize the readings. Team exercises include discussions of study questions and carrying out the community-based learning project. Because lectures and exercises call for everyone’s participation, you must prepare the readings for each session. Readings are calendared for each class. If you can’t read everything before class, skim and read thoroughly later. Your contribution to discussions and team exercises will be part of your final grade. You should withdraw if you cannot regularly attend (>3 absences) or arrive at the start of class.

This is a reading-intensive course. The amount of reading varies from class to class so plan your time to stay on top of it. Doing readings and lectures is the path to doing well.

How Soc 436 works

First, the course teaches the process of theory construction. We 1) introduce theories of social movement mobilization and outcomes, 2) examine movements from the 1930s, 1960s, and 1970-2000s and 3) see how well these theories explain their different fates. The 3 writing exercises ask you to
assess and combine the theories in order to answer questions like: Are there general principles which apply to movements in all times and situations (like strength in numbers)? How do different historical contexts (like depression or prosperity) hinder or facilitate movements? How do coalitions -- with other movements or with political parties -- alter the fates of social movements?

Second, the capstone of the course is a community-based learning (CBL) exercise that asks you to use theories you learned to analyze a contemporary movement organization like the Oregon Bus Project or Jobs with Justice. CBL is learning by doing; acting as a participant, observer, and/or interviewer. You use what you learned to scan web and print sources, interview a leader or activist and, at the final class, report what you learned. The calendar sets out steps for doing the CBL project in parallel with readings on doing social movements research (eg identifying a social movement organization, developing a questionnaire, doing an interview, and evaluating website/publications). While some class time has been set aside for the CBL, most of the work must be done week by week by team members meeting outside of class. Be sure to schedule team time in your term calendar.

Course requirements
1) 3 short (3 - 6 single-spaced pages) writing exercises (Gamson, Comparing Gamson & Piven/Cloward, Armstrong). 75% (3 @ 100 points each)
2) Community based learning reports by teams (oral and final written) 15 % (60 points)
   You must attend the final class meeting.
3) Exercises and participation in class discussions and D2L discussion board count 10% of the final grade. (40 points) You must post at least 3 times to D2L.

Knowing that many of you are new to Sociology, we add points for improvement with each exercise. There will be a final course evaluation for extra credit.

Check D2L before every class
Sociology 436 uses the D2L learning platform for weekly announcements, discussions out of class, and for storing handouts and copyrighted readings. Be sure to check it regularly.

What matters to us as instructors
1. Dialogue - You must participate and respect others' views so we can actively listen to each other.
2. Use the feedback you get – Writing exercises are cumulative; the papers build on one another. We offer examples of good writing and give comments on your work to show how to strengthen your sociological writing. Don’t be afraid to meet with Patrick if you have questions about your writing.
3. Doing work on time - Late papers will be penalized, but we are flexible when things get in the way of finishing; illness (yours or others), job crunches, and other stresses are reasons for extending deadlines. We'll try to make things work when you can't work on schedule, but it's your obligation to e-mail Patrick on or before the due date so arrangements can be made.
4. Use email and Blackboard – We send weekly messages, take questions by email and post on Blackboard

Readings at PSU Bookstore
- Frances F. Piven and R Cloward, Poor People's Movements, Vintage, 1979 (361 + intro)
- Elizabeth Armstrong, Forging Gay Identities Chicago, 2002


Important: Read strategically  Read books for their main arguments; don't hi-lite everything.
The coursepack includes study questions that are set up to show how to read social science monographs
1) Before you start reading SSP & PPM, ask what question the author aimed to answer in each chapter
2) slice each chapter into parts that help you know the author’s question
3) keep summaries of those parts in your notes to use in your essays
A key clue for reading: subheadings are often flags for the key questions
A key tool for writing: Use subheadings signal the beginning of each part of an answer
Note the use of social science citation style in SSP: Lowi (1971, p 53) or Liebman 1/14
Special note for Poor People’s Movements: This is a hefty book and we don’t read all of it.
Your task is to get the general argument by reading these sections:

- Intro to paperback edition
- Intro to original edition
- Ch 1 Structuring of Protest (entire)
  For the 4 case studies, most important sections are
  - Unemployed Workers Movement 41-49, 68-82, 90(bottom)-92
  - Industrial Workers Movement, 96-97, 147-155, 172-175
  - Civil Rights, entire

Poor People’s Movements is the hardest book to read and write about!
I encourage you to team up soon to discuss readings in the course.

Grading Rubric
With no research paper, we expect careful reading of required texts and reflection on texts, films, and lectures.
All writing exercises are judged on:
1. quality of analysis (compare, contrast, interpret readings as the writing exercises ask);
2. comprehensiveness (answers are thorough and convincing);
3. using evidence You must cite relevant text, tables, lectures using social science style citations for books (SSP, 45), videos (Babies & Banners), & lectures (Lecture, 10/5)
We reward improvement — a lot -- in doing final grades. *Strengthening your thinking and writing is the whole point of the course.*

Late papers will be penalized a grade interval for each day late. Papers are normally returned a week after the due date, which should be the latest day for submitting work.

For Soc 536, you must do all required work above plus some extra readings for the writing exercises, a short class presentation, evaluate samples of student writing, and take part in 3 graduate-only seminar meetings.
**Social Movements - Spring 2012**  
*Coursepack readings starred *  
*Other readings on D2L  
*Community-based learning project - steps bolded  
*Dates and topics may change for weather or workflow (20)  
*T Tuesday  
*R Thursday  
Some classes start with questions to answer from the readings.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
<th>CLASS EXERCISES</th>
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</table>
| 4/3  | Tues  | Social movements and national politics: Linking strategy, circumstances, and outcomes in US history | View With Babies and Banners HD6079.2.U5 W58 1990  
*Buy and browse coursepack @ Smart Copy | Define social movement, SMO  
Discuss community based learning & how teams work |
| 4/5  | Thurs | Studying Mobilization | *Gamson, SSP ch 1-3 (Pluralism, Challenging Groups, Outcomes) Lecture: SSP.L1.ch1-3 *P4 | Sampling SMOs & movements *P41a & SSP, Appdx C & B |
| 4/10 | T     | Mobilization in Practice | SSP, ch 4- 6 (Goals, Solidarity, Violence) Lecture: SSP.L2.ch4-6 *P5 | Scan1st writing exercise  
Constructing a questionnaire SSP, Appdx D & E |
| 4/12 | R     | Mobilization in Practice | SSP ch 7- 9 (Organizational Form, Historical Context, Limits of Pluralism,) Lecture: SSP.L3.ch7-9 *P6 | CBL: Earl Molander, Ground Zero  
Organize CBL teams |

4/17 Bring rough draft/outline wrx1 (on SSP) to exchange in class  
Patrick’s office hours T 4/17, 12 – 1 @ 217 Cramer

4/17 class begins with study questions on ch10 (like a quiz)

4/19 Due in class final draft wrx1 on SSP

**Poor People’s Movements** is heavy reading. Stick to recommended pages listed in guidelines above. Focus on theory not history.

Scan study questions for PPM on *P15-17 before you begin

| 4/19 | R     | Intro to Poor People’s Movements (PPM) | PPM Overview: Read both intros and ch 1 (insurgency, timing, electoral realignments) Lecture: PPM.L1 *P27 | Video: Awakenings |

4/24 Be sure to choose an SMO for CBL exercise  
Come to class with 2 ideas (immigrant, environmental, ?) and we’ll organize teams of 4
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4/24</td>
<td>Limits of Success: PPM as critique of SSP</td>
<td>PPM ch 2-3: workers &amp; unemployed (page selections listed in guidelines) Lecture: PPM.L2 *P28</td>
<td>Scan wrx2 2-3 sentence Profile of your SMO Add ?s - organization</td>
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<td>W 4/25 Global Teach-In @ 1st Unitarian 1011 Southwest 13th – Great way to learn about social movements and link to SMOs &amp; activists – Extra credit option</td>
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<td>4/26</td>
<td>Historical context 1930s &amp; 1960s</td>
<td>PPM ch 4 Civil rights (direct action) MLK’s role <a href="http://www.nytimes.com/books/98/01/18/reviews/980118.18wolfet.html?scp=1&amp;sq=%22Pillar%20of%20Fire%22%20%20Branch&amp;st=cse">source</a> Lecture: PPM.L3 *P29</td>
<td>Video: No Easy Walk HO Letter from Birmingham Jail Is a charismatic leader the start of a movement or its creation? Handback wrx1</td>
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<td>“As in the civil rights era, politicians won’t make big changes unless they are impelled and protected by a social upsurge.” David Brooks, The Next Big Social Movement, NYT 11/12/10</td>
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<td>For Freedom on my Mind: Read about Herbert Lee (NAACP) killed by E. D. Hurst for his voter registration work <a href="http://www.mscivilrightsproject.com/content/55">source</a></td>
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<td>5/3</td>
<td>Comparing SSP &amp; PPM</td>
<td>Timing and success Lecture: PPM.L4 *P30</td>
<td>See Freedom on my mind (110m) E185.93 M6 F74 2004</td>
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<td>5/8</td>
<td>PPM Summary &amp; partner exchange</td>
<td>Lecture: PPM.L5 *P31</td>
<td>Finish Freedom on my mind</td>
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<tr>
<td>5/10</td>
<td>Due rough draft wrx2 comparing SSP/PPM</td>
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<td>5/10 Due rough draft wrx2 comparing SSP/PPM A comparative essay is harder to write than wrx1 so please allow extra time to do it</td>
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<tr>
<td>5/10</td>
<td>PPM writing workshop</td>
<td>Be sure to have finish reading PPM</td>
<td>Piven on Occupy <a href="http://www.thenation.com/article/166821/occupy-and-make-them-do-it">source</a> Malcolm Gladwell View Alinsky, Democratic Promise Exchange drafts</td>
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<td>Task Description</td>
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<td>5/15</td>
<td>CBL Workshop</td>
<td>Add questions: context &amp; determine how to split up the work</td>
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<td>5/17</td>
<td>Due Final draft wrx2 comparing SSP &amp; PPM</td>
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<td>5/17</td>
<td>Grad Students meet - - place to be decided</td>
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<td>5/17</td>
<td>Forging Gay Identities: Field theory: How movements take form</td>
<td>Teams set up FGI presentations Video: Before Stonewall (87m) HQ76.8 U5 A42 1984</td>
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<td>Preface, ch 1 Transformation, FGI.L1 *P35</td>
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<td>1)</td>
<td>Be sure to do write CBL interview questions &amp; do your interview before Thanksgiving</td>
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<td>2)</td>
<td>Each team should bring 47 copies of its study questions</td>
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<td>5/22</td>
<td>FGI presentations</td>
<td>Preview Milk</td>
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<td>2 Beginnings, 3 Innovation &amp; Appendix Lecture: FGI.L2 *P36</td>
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<td>Watch Milk &amp; complete study questions DVD at Millar Library</td>
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<td>5/24</td>
<td>FGI presentations</td>
<td>Discuss Milk Scan wrx3 Return wrx2</td>
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<td>Ch4 Opportunity, 5 Crystallization Lecture: FGI.L3 *P37</td>
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<td>Download Mary Bernstein from D2L</td>
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<td>5/29</td>
<td>FGI presentations</td>
<td>Mary Bernstein, Celebration and Suppression D2L</td>
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<td>Ch6 Success, 7 Exclusions</td>
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<td>Comparing Oregon, NY, Vermont Lecture: FGI.L4 *P38</td>
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<td>5/31</td>
<td>Due rough draft wrx3 comparing Forging Gay Identities, SSP &amp; PPM</td>
<td>CBL Preliminary reports Exchange wrx3 drafts</td>
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<td>5/31</td>
<td>FGI presentations</td>
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<td>Ch 8 Challenge/AIDS, 9 Continuity/Change, 10 Institutions, Social Movements, &amp; American Political Culture Lecture: FGI.L5 *P39</td>
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<tr>
<td>5/29</td>
<td>Grad Students meet - - place to be decided</td>
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<td>6/5</td>
<td>Due wrx3 comparing Forging Gay Identities, SSP &amp; PPM</td>
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<td>6/5</td>
<td>CBL Presentations: Rehearsal &amp; Firstcomers Reward: Firstcomers get 2 extra days to finish wrx3</td>
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<td>6/7</td>
<td>CBL Presentations</td>
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<td>6/12</td>
<td>Required final class meeting: Complete CBL Presentations</td>
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<td>10:15</td>
<td>CBL writeup due W 6/13 11pm Extra credit course reflection Due Th 6/14 6pm</td>
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Community-based learning Assignment

**Purposes:** Community-based learning is a way to learn firsthand the logic of social movements by using knowledge from readings and lectures to interrogate websites, interview a leader or activist, and analyze the structure and strategy of a movement organization. The objectives are to:
1) benefit personally by using theoretical perspectives to understand real cases
2) benefit movement organizations by sharing a summary of your final report
3) benefit others in the class by presenting what you have learned from your analysis

**Process:**
It’s simple: The course asks you take the role of an organizer: consider the circumstances and strategies pursued by the organizers/activists you meet. How do they handle the tasks of organizing, mobilizing, and acting collectively? Be sure to follow the steps in the course calendar. It’s important to stay on schedule.

**Getting Started**
We will provide lists of groups from which to choose.

**Participation /Partnerships**
1. I've scheduled time in class for discussion of your CBL project and presentation of results.
2. We have too many students for everyone to present to the entire class so you must partner with 2-3 other students. Be sure to find partners by October 18.

**Final report:**
Do a short team writeup with a descriptive summary (1-2pp) and theoretically-informed analysis(3pp). Use the interview with a leader/activist and review of its publications/website as your data. Choose a theme (trying to grow membership & resources, dealing with a change in leadership, decentralized structure) that draws on coursework. Be sure to make a link between 2-3 features of the SMO (how organized, its environment) and its prospects for success.

For the interview, writing good questions is more important than getting good answers -- sometimes your interviewee is uncooperative or uninformative. You may only have an hour for the interview so choose your best questions. Working over the questions is important because the SMOs you choose differ in goals, organization, resources, etc and because each of you will bring different concerns to the task. Email works fine for interviews and is much easier to schedule.

Expected length: 3 (OK 4) pages maximum. Remember, it’s a summary, not a transcript (but you should list the questions you used). See the sample in the coursepack (45a/b/c) Good guides are three articles in the collection, Waves of Protest, Jo Freeman & Victoria Johnson, eds HN59 .W34 1999 which we will make available: Frederic Miller on the endpoint of movements, Jo Freeman's model for analyzing strategic options, Suzanne Staggenborg on professionalization vs. formalization in the pro-choice movement.

Enjoy!

Remember that you must write the “What I learned” course reflection for the final class.