Social Movements and National Politics

Never doubt that a small group of thoughtful, committed citizens can change the world.
Indeed, it is the only thing that ever has. Margaret Mead

Power concedes nothing without a demand. It never did and it never will.
If there is no struggle, there is no progress. Frederick Douglass

Course Statement

Sociology 436U asks you to take the role of an organizer who must understand what brings success to some movements while others end in compromise or failure. Are movements always ready to be made or do they come only when times are right? What signs in the economy, politics, and the global system show that opportunity knocks for a movement? Is the fate of movements determined by strategy or circumstances? How do you know when openings for change are closing?

Seeking answers to questions like these is theory-building work for those who study social change and those who seek to make it. This course shows the thinking of both. It is a dialog between sociologists and activists; sociologists who want to understand the origins, dynamics, and outcomes of movements and activists who want usable knowledge to craft strategies to bring change. Most sociologists -- me, for sure, want both. Knowledge confers the power to do good.

Theory-building connects to the goal of teaching sociological thinking in the course. How does sociology study the dynamics of movements: mobilization, framing, collective action, and contingent outcomes? Do movements get what they want? We use comparative case studies to think theoretically about how strategies, timing, framing, and organizational fields shape movement outcomes. We cover movements from segregationist to civil rights, worker, unemployed, women, LGBT, & others from progressive to radical, left to right with an eye on a single big question: what is success and how/how much do movements get it?

The course is designed for both majors and non-majors and requires no prerequisites in sociology. In the belief that everyone can learn how theories guide research on social movements, it uses several teaching strategies:

- Guided discussions rather than lectures. It’s a hybrid course. You get the notes in advance so we have a flipped classroom; more your discussion, less my delivery (though I’ll do lots of explaining)
- Chunking the readings to focus on the questions that you'll write about in take-home essays
- Choosing 3 books that debate each other to keep the discussion lively
- Writing 3 cumulative papers so you will re-use what you wrote in the previous paper
- Forming small study groups to apply what you learn to studying a social movement group through web resources and an interview (online, by phone, in person) with an activist, called CBL
- Speakers from different movements who come to describe their activism and take your questions

I have reworked the course to make it work for all students, regardless of how much you know about social movements or sociology.

Learning Objectives

You don’t need to be “political” to take the course. The goal is to learn how the interplay of movements, economy, and politics shape the world we’re in -- how their interaction impacts the rights, resources, and standing of Americans who differ by race, class, gender, sexual identity, residence, and nativity. Our present world is shaped by movements for labor, civil rights, environment/sustainability, pro-life/pro-choice,
Our 10-week course focuses on seven questions:

1. What is a social movement? How are social movements tied to national politics in America?
2. How have political structures (e.g., voting rules, federalism, two-party system) and social divides (e.g., race, class, gender) shaped social movements?
3. How have historical circumstances (wars, depressions, electoral realignments) shaped the rise, forms, and outcomes of social movements?
4. How do size, organizational form, goals, strategy, coalition-building, and party alignments shape the life-course of movements? Is charismatic leadership needed for success? How has the media changed the game for social movements? Is there a formula for making movements?
5. What does “success” mean in studying social movements? Is success to be understood in terms of what challengers sought or what was possible? Does success demobilize movements by turning them into interest groups that become part of the “establishment”?
6. How have social movements helped construct individual and group rights, protections, and entitlements (such as medical care and welfare) that inform the inequalities of class, race, gender, and nativity and structure the moral order of what is fair/just in America?
7. How have social movements shaped American democracy? By their impact on activists, beneficiaries, opponents, and onlookers, how do movements shape political discourse and alter political possibilities of present and future generations?

The course will teach you to think analytically and act strategically now and in the years ahead.

Big Questions to try to answer:

- In a nation pledged to freedom, justice, and liberty for all -- though it rarely works as promised -- why are challenges to injustice, discrimination, and inequity rare and why are challengers few?
- In a democracy identified with voting and parties, why do so many political challenges happen outside the electoral system?
- What do the campaigns and contests of social movements tell us about the openness of American political pluralism and neoliberal capitalism to change?
- How have movements enabled Americans to find voice and frame new identities?
- The course teaches you to think like a sociologist. We learn key theories/perspectives (pluralism, resource mobilization/political process, free-riding, framing), use them to study movements from the 1930s to the present, and judge how well they explain the dynamics of movements.

Course Organization
To keep the learning lively, the course mixes up mini-lectures, discussion, videos, speakers, and teamwork.

Class Meetings focus on asking and answering questions, especially those for the writing exercises. I provide you copies of all my lecture notes to read in advance. Attendance is required – discussions clarify, criticize, and add to the readings. Hearing and sharing in discussion are the best ways to learn new material. Because discussions depend on everyone’s participation, you must do at least a first pass of the readings and scan my notes ahead of each session. If you can’t read everything before class, it’s fine to skim subheadings and chapter summaries, then read carefully later. Your contribution to discussions and team exercises is key factor in the success of a face-to-face class.

This is my first time teaching Social Movements as a hybrid course under which we meet twice a week for one hour -- not two. The 2 additional hybrid hours are for activities you can do out of class: watching films, working on writing exercises, & teamwork for studying a social movement (CBL).

Course Requirements
No midterm or final exam. There are no quizzes or tests and no research paper.
1. Three short (3-5 page) take-home writing exercises based on questions comparing the 3 books (like essay questions you might get on a mid-term). These questions are the focus of class discussions.
2. CBL presentation & write-up. The heart of 436 is the community-based learning (CBL) exercise to apply your learning to understanding a social movement. CBL is learning by doing; taking the role of a participant, observer, or interviewer. Working with 2-3 partners, you choose a social movement group like Students for Unity, Black Lives Matter, or Jobs with Justice and use what you learned in the course to scan web and print sources, write questions, interview a leader or activist, and report what you learned. Each week, we do some work on the CBL in step with learning about how sociologists do research -- developing a questionnaire, doing an interview in person, by email or phone/Facetime, and summarizing the results. We will schedule out-of-class meeting for CBL teams. We'll show you how to use Google Drive to work collaboratively (if you are new to it).

3. Short exercises, attendance, & participation in class discussions & doing final course reflection (15)

All exercises draw on readings, films, and class discussion. It is imperative that you read all materials, watch all videos, and take part in discussions.

D2L and email
You should check D2L at the start of each week to download reading notes, exercises, and other course materials you’ll need for in-class discussions.
All assignments must be uploaded to D2L. No print copies will be accepted.
Reached through the Assignments tab are folders marked for each exercise. As we work out the right rhythm for a hybrid course, I may add folders for film response or other short exercises.

Grading Rubric
Writing exercises and CBL are judged on:
1. quality of analysis (compare, contrast, interpret readings as the questions ask)
2. comprehensiveness (answers are thorough and convincing)
3. evidence-based (cite sources: books, tables, Bob’s lecture notes using social science citation style for books (SSP, 45), videos (Babies & Banners), & notes (eg SSP.L1 10/6)

Before you hand in each exercise, I will share strategies/examples of strong answers. I encourage teams to meet to exchange/improve drafts.

The course is designed so anyone can do well. You get the essay questions weeks 3 weeks ahead. Thoughtful reading/thinking about books, films, notes, & discussions + taking time to organize your writing will likely a B or better. I reward improvement a lot in doing final grades. Strengthening your sociological thinking and writing is the whole point of the course.
All work (except final course reflection) will be scored on 0-10 or 0-100 scale.

Overall Point Distribution

<table>
<thead>
<tr>
<th>3 writing exercises linked to books:</th>
<th>300</th>
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<tbody>
<tr>
<td>1. Thinking theoretically about movements – Strategy of Social Protest (SSP)</td>
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<td>2. Debating theories of success – Poor Peoples Movements (PPM) vs SSP</td>
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<td>3. Framing/collective identity – Forging Gay Identities (FGI) vs SSP &amp; PPM</td>
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<tr>
<td>Community-based learning presentation &amp; written report</td>
<td>100</td>
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<tr>
<td>Everyone has a research/writing task on a team &amp; must come to all presentations</td>
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<tr>
<td>Regular attendance/participation in class (3points/each, excluding Day1)</td>
<td>140</td>
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<td>6 short film responses to prep for class (10points/each)</td>
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<td>Final course reflection (25points)</td>
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<tr>
<td>Total</td>
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<td>540</td>
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<tr>
<td>Extra credit for a revision plan showing how to improve an essay</td>
<td>Up to 10</td>
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<tr>
<td>Roll-up credit for improved writing across the 3 exercises</td>
<td>Up to 20</td>
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What matters to me as an instructor:
1. **Dialog** - You must take part as you can and respect views of others in discussion. Active listening to each other is the heart of learning in a group. Lively discussion is the emotional glue that makes ideas stick.

2. Use feedback we give – Writing exercises are cumulative; the papers build on one another. So using feedback has a big payback. We give comments on your work and show examples of good writing by others to show you how to strengthen your sociological writing. Don’t be afraid to come to office hours if you have questions about your writing.

3. **Tell me when you are cramped. Be honest.** We are flexible when things get in the way: illness (yours or others), job crises, and other stresses are reasons for extending a deadline. We'll make things work when you can’t fit our schedule; it’s your obligation to e-mail me on or before the due date so arrangements can be made.

4. Use email & check D2L – I send weekly messages, take questions by email, and post on D2L

**Readings (at PSU Bookstore)**
- Frances Fox Piven & R Cloward, *Poor People's Movements (PPM)*, Vintage, 1979 (361 + intro) about $14
- Elizabeth Armstrong, *Forging Gay Identities (FGI)* University of Chicago Press, 2002 about $15

**Read with purpose: use writing questions; focus on key arguments; don’t hi-lite everything.**

**A strategy for new material: Preview – Read – Review. Here’s how:**
1. After reading book’s introduction, before you start each chapter, ask what questions the author wanted to answer. Read chapter summary/conclusion ahead to see what the author wanted you to take away.
2. Slice each chapter into parts that help you know how the author’s questions mapped the structure of the chapter
3. Pay attention to subheadings which are flags for the author’s key questions
4. Summarize the parts that connect with your essay questions
5. Re-read the summary/conclusion to see if you got what the author wanted to convey

**We'll show you how during the first week.**

In class, we’ll match up partners to discuss readings and writing assignments during writing workshops built into the calendar. For the course, remember to talk collectively but write independently. Avoid plagiarism that comes from copying others’ work.

**Scores for late papers** drop a ½ grade interval (5 points) for each day late. Papers are normally returned a week after the due date; that is the last day to submit work without an extension.
Please prep for each class by pre-reading texts (as suggested above) and reading notes the night before. Bring assigned books/readings to class. Rereading book/notes after class meetings is the path to do well. Some classes start with questions to answer from the readings. The amount of reading varies from class to class so plan your time to stay on top of it. In a hybrid course, most film viewing (which are great) is done out of class to prep for in class discussion.

### WEEK 1

#### Social Movements & U.S. National Politics

**Monday 1/8**

**Lecture:**
- Recent US movements
- Review Syllabus/Preview Readings
- Talk about film response #1: With Babies and Banners 45m

**In-Class Work:**
- Define social movement & SMO
- Discuss community-based learning & study groups

**Homework:**
- Download Strategy of Social Protest (SSP) pdf and Chapter 1-3 Reading Notes (Lesson 1) from D2L & please bring to the next class, on 1/10
- Read SSP chapters 1-3
- Question to ask yourself while reading: Gamson’s book is an empirical test of theory of pluralism – What’s that?
- Watch **With Babies & Banners** (45m), do film response #1, bring to class to discuss & complete

#### Studying Mobilization

**Wednesday 1/10**

**Lecture:**
- Gamson, SSP chapters 1-3 (Pluralism, Challenging Groups, Outcomes)
- Reading notes on SSP, Lesson 1, chapters 1-3 (on D2L)

**In-Class Work:**
- 5 min warmup
- **Sampling SMOs/movements**, see SSP, Appendices B & C
- Scan wrx1 – SSP writing exercise

**Homework:**
- Read SSP chapters 4-6 + later chapters if you can
- Be sure to look at Appendices D & E
- No Class next Monday, 1/15 -- MLK Holiday

### WEEK 2

#### Studying Mobilization

**Monday 1/15 MLK HOLIDAY NO CLASS**

**Homework:**
- **Seize the day** – Continue reading SSP chapters 4-6 + later chapters
- Download Chapter 4-6 Reading Notes for SSP (Lesson 2) and bring to class 1/17.
- Look at Appendices D & E
<table>
<thead>
<tr>
<th>Mobilization in Practice</th>
<th>Wednesday 1/17</th>
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</table>
| **Lecture:**            | • SSP, chapters 4-6 (Goals, Solidarity, Violence)  
                          | • Notes: SSP Lesson 2, chapters 4-6 |
| **In-Class Work:**      | • Constructing a questionnaire  
                          | • SSP Appendices D & E |
| **Homework:**           | • Read SSP chapters 7-9  
                          | • Download Chapter 7-9 Reading Notes for SSP (Lesson 3) and bring to class 1/22 |

**WEEK 3**

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<thead>
<tr>
<th>Mobilization in Practice</th>
<th>Monday 1/22</th>
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| **Lecture:**            | • SSP chapters 7-9 (Organizational Form, Historical Context, Limits of Pluralism)  
                          | • Reading Notes: SSP Lesson 3 chapters 7-9 |
| **In-Class Work:**      |             |
| **Homework:**           | • SSP writing exercise 1 draft (You will be bringing your rough drafts to exchange in class on Wednesday, 1/24)  
                          | • *I will hold special office hours 1/24 after class @ 217 Cramer*  
                          | • Read SSP chapter 10  
                          | • Download chapter 10 Reading Notes (Lesson 4) and bring to class 1/24 |

**SSP: Summary & Second Thoughts**

**Wednesday 1/24**

| **Lecture:**            | • SSP chapter 10: What changes did Gamson make to fit movements after WWII? Why?  
                          | • Reading Notes: SSP Lesson 4 Chapter 10 |
| **In-Class Work:**      | • Exchange your drafts/ outlines for writing exercise 1 assignment |
| **Homework:**           | • Final draft SSP writing exercise 1, due Sunday 1/28 at midnight on D2L  
                          | • For 1/29, start thinking of a social movement group to study and interview questions |

**WEEK 4**

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<thead>
<tr>
<th>CBL Start-Up Day</th>
<th>Monday 1/29</th>
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<tbody>
<tr>
<td><strong>Lecture:</strong></td>
<td>• Ahead of speakers, I will do brief preview of PPM (Poor People's Movements)</td>
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</tbody>
</table>
| **In-Class Work:** | • Speakers: Working Families Party & Jobs with Justice  
                          | • Organize study groups |
| **Homework:**    | • Read:  
                          | 1. Recent piece by Barbara Dudley: [The End of the US Empire](#) |
Can Be a New Beginning for Our Democracy

2. Applying PPM today: The Hopeful Thing About Our Ugly, Painful Polarization

3. Poor People’s Movements: Provocative, well-written, but long! Start reading the page numbers listed below. Get the general argument by reading the Intro to paperback edition & original edition, & chapter 1 Structuring of Protest (read entire). We will only cover PPM’s 2 recent case studies intensively:

   a. Civil Rights (read entire)
   c. Bob will briefly cover Industrial Workers Movement (read pages 96-102, 147-161, & 172-175).

As you read for 1/31, take note of how PPM’s class-based perspective challenges SSP resource-mobilization framework. With whom do you agree?

- Download Reading Notes for PPM, Lesson 1 and bring to class on 1/31

PPM’S Theoretical Perspective

Wednesday 1/31

Lecture:
- Original & paperback intros + ch1 (insurgency, timing, electoral realignments)
- Reading Notes: PPM Lesson 1

In-Class Work:
- Preview video Awakenings

Homework:
- Watch Awakenings (57min) & do film response #2, due Monday 2/5. Resources for film study sheet:
  1. On Rosa Parks (8min) Rosa Parks Trained For Life Full of Activism
  2. Re MLK who said that most Black Americans in Montgomery accepted a nonviolent approach because they trusted their leaders when they told them that nonviolence was the essence of active Christianity – What did King mean by the “weapon of love?” Which contemporary movements rest on similar moral claims? MLK Stride Toward Freedom: The Montgomery Story
  3. How did King use religious language to lead the Montgomery movement? King’s Vision
- Begin reading PPM Chapter 4
- For 2/5, confirm your SMO & do 2-3 sentence profile
- Download Reading Notes for PPM, Lesson 2 and bring to class on 2/5

WEEK 5

Limits of Success: PPM as Critique of SSP

Monday 2/5
### Lecture:
- Gamson & Schneider, Organizing the Poor, pages 567-585 (on D2L)
- Piven & Cloward, Disruption and Organization: A Rejoinder pages 587-599 (on D2L)
- Preview & start PPM chapter 4
- Reading Notes: PPM Lesson 2

### In-Class Work
- Scan writing exercise 2
- Preview: No Easy Walk

### Homework:
- **Watch No Easy Walk film & do film response #3 for 2/7** (click on the link, and under the heading View It, click on Films on Demand. You may be asked to log into the PSU library website in order to view the movie.
  1. Albany Sheriff [Laurie Pritchett](http://example.com) studies Gandhi: [Albany Movement](http://example.com)
  2. In your view, was Albany a failure?
  3. Birmingham -- Bull Connor
     - *The Civil Rights movement should thank God for Bull Connor. He's helped it as much as Abraham Lincoln.* - J.F. Kennedy
     - See film-clip Segregation at All Costs: [Bull Connor](http://example.com) (10min)
  4. Birmingham – MLK
     - Read MLK, [Letter from Birmingham Jail](http://example.com): “Why direct action? Why sit-ins, marches, etc.? Isn’t negotiation a better path? You are exactly right in your call for negotiation. Indeed, this is the purpose of direct action. Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue. It seeks to dramatize the issue so that it can no longer be ignored.”
  5. Birmingham -- As a Turning Point
     - JFK June 11, 1963 [speech](http://example.com) that turned civil rights from legal to moral issue
  6. [March on Washington for Jobs and Freedom](http://example.com)
     - *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

- Download Reading Notes for PPM Lesson 3 and bring to class 2/7
- Continue reading PPM chapter 4

### Electoral Openings: Why PPM Focuses on the 1930s & 1960s

#### Wednesday 2/7

### Lecture:
- PPM chapter 4: Civil Rights & Direct Action
- Are charismatic leaders the trigger for movements or a byproduct? What are they needed for? [Climbing the Mountain](http://example.com)
- Reading Notes, PPM Lesson 3

### In-Class Work
- [Handback for writing exercise 1](http://example.com)
- Preview Freedom on My Mind: [About](http://example.com)
- [Freedom on My Mind Trailer](http://example.com)

### Homework:
- **Watch Freedom on My Mind (110m) - Ideally with your CBL group & do film response #4:**
  1. You can request to borrow and check out the DVD @ PSU Library
  2. Two streaming options for $4.99
### WEEK 6

**Comparing SSP & PPM Monday 2/12**

| Lecture:             | - PPM Question: What works best: “cadres” or formal organization?  
|                      | - Triggering civil rights action  
|                      | - Reading Notes, PPM Lesson 4  
| In-Class Work:       | - Discuss Freedom on My Mind  
| Homework:            | - Supplemental reading: Cadres matter  

**Comparing SSP & PPM Wednesday 2/14**

| Lecture:             | - Linking Timing and Success  
|                      | - Reading Notes PPM Lesson 4  
| In-Class Work:       | - Add questions -- Organization  
| Homework:            | - Complete ch5  
|                      | - Things to think about:  
|                      |   - From last year: One thing many papers missed was whether PPM ignores the fact that to institutionalize success in policy, legislation, and institutional practices, there must be a shift from a focus from local campaigns to national debates as happened with the CRM.  
|                      |   - Did MLK and other leaders need to take time out of direct action to seize the national stage at the March on Washington? That’s Bayard Rustin’s claim: there’s a time to move from local disruption to national-level demonstrations.  
|                      |   - There’s an art of timing the move from local action to national media attention seen in the MFDP decision to go to the Democratic National Convention in 1964. Should it be called “a direct action to seize the media?”  
|                      |   - Could welfare rights have moved successfully from local
disruptions to national-level demonstrations?
- Here’s a comparison of British & US women’s suffrage movements that speaks to the question of targets & tactics

WEEK 7

Comparing SSP & PPM
Monday 2/19

| Lecture: | • Reading Notes: PPM Lesson 5 (comparing ch4&5)  
|          | • US poverty rate drops from 1960 |
| In-Class Work: |  |
| Homework: | • Read: How CRM set model for future social justice movements  
|          | • Make writing exercise 2 rough draft:  
|          | 1. You have a running start for your 2nd paper. Review what you wrote in your 1st paper about SSP & reflect on how PPM challenges it.  
|          | 2. Then try using writing exercise 2 graphic organizer to contrast SSP/PPM  
|          | 3. Bring your rough draft with you to class on 2/21  
|          | • Write CBL interview questions this week & do interviews.  
|          | • Each team should bring copies of its study questions. |

PPM Wrap Up

| Lecture: | • Piven on Occupy and Obama  
|          | • Piven on Trump - Throw Sand in the Gears of Everything |
| In-Class Work: | • SSP-PPM writing workshop (bring drafts to share) |
| Homework: | • Due Sun. 2/25 midnight Final draft writing exercise 2 - upload to D2L  
|          | • Read: Forging Gay Identities Preface, Chapter 1 Transformation |

Forging Gay Identities Organizational Fields: How Movements Take Form
Monday 2/12

| Lecture: | • Preface, chapter 1 Transformation  
|          | • Reading Notes: Forging Gay Identities Lesson 1 |
| In-Class Work: | • Set up FGI presentations  
|          | • Video: Before Stonewall (87m/start 16:26) |
| Homework: | • For 2/28, Watch Before Stonewall (87m but start @16:26) & do film response #5  
|          | • 2/28, teams report on interview  
|          | • Read: Forging Gay Identities chapter 2 & 3 |
# WEEK 8

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<tr>
<th>FGI Presentations</th>
<th>Monday 2/28</th>
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| **Lecture:**      | • Chapter 2 Beginnings, Chapter 3 Innovation & Appendix  
                   • Reading Notes: Forging Gay Identities Lesson 2 |
| **In-Class Work:**| • Preview Milk  
                   • Write CBL Questions |
| **Homework:**     | • For 3/5 Watch Milk (128min) & do film response #6  
                   Available online & DVD at Millar Library  
                   • Read: Forging Gay Identities chapter 4 & 5 |

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<tr>
<th>FGI Presentations</th>
<th>Monday 3/5</th>
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| **Lecture:**      | • Chapter 4 Opportunity & Chapter 5 Crystallization  
                   • Reading Notes: Forging Gay Identities Lesson 3 |
| **In-Class Work:**| • Watch Milk (selections)  
                   • Return writing exercise 2  
                   • Scan writing exercise 3 |
| **Homework:**     | • Read: Forging Gay Identities chapter 6 & 7 |

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<thead>
<tr>
<th>FGI Presentations</th>
<th>Wednesday 3/7</th>
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| **Lecture:**      | • Chapter 6 Success & Chapter 7 Exclusions  
                   • Bernstein: Comparing Oregon, NY, Vermont  
                   • Notes: Forging Gay Identities Lesson 4 |
| **In-Class Work:**| • Prepare for team presentations |
| **Homework:**     | • Download from D2L: Mary Bernstein, Celebration & Suppression  
                   Here’s the core of it: The public thinks that identity politics is just about showing how you are different – emblazoned by slogans such as Black is Beautiful and Gay Pride, but Bernstein shows how groups often spotlight their similarity to everyone else through a strategy of identity deployment. When does that strategy work?  
                   • Read: Forging Gay Identities chapter 8 & 9 |

# WEEK 9

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<thead>
<tr>
<th>FGI Presentations</th>
<th>Wednesday 3/12</th>
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| **Lecture:**      | • Chapter 8 Challenge/AIDS & Chapter 9 Continuity/Change  
                   • Bernstein: Comparing Oregon, NY, Vermont |
| **In-Class Work:**| • Mary Bernstein, Celebration and Suppression D2L  
                   • ACTUP  
                   • CBL Preliminary reports |
| **Homework:**     | • Read:  
                   1. How gay marriage movement won by dropping pillars of |
| FG1 Presentations  
Monday 3/14 | refusal
2. Forging Gay Identities chapter 10 |
|---------------------------------|-------------------------------------|
| Lecture:                        | Chapter 10 Institutions, Social Movements, & American Political Culture  
                                  | Reading Notes: Forging Gay Identities Lesson 5 |
| In-Class Work:                  | Writing workshop:  
                                  | Exchange writing exercise 3 drafts  
                                  | Brief CBL worktime to help you finish |
| Homework:                       | Due Sun 3/18 midnight – Final draft writing exercise 3 Forging Gay Identities, upload to D2L |

**WEEK 10**

| CBL Prep Day  
Monday 3/19 | |
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<tbody>
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<td>Lecture:</td>
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<tr>
<td>In-Class Work:</td>
<td>Partners meet or link up</td>
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<td>Homework:</td>
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| CBL Presentations: Required Final Class  
Wednesday 3/21 | |
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<tbody>
<tr>
<td>In-Class Work:</td>
<td>Team Presentations</td>
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</table>
| Homework:       | Each team must upload CBL slides & brief write-up to D2L by Thursday, 3/22 8:00 p.m.  
                                  | What I Learned Course Reflection due by Thursday, 3/22 by Midnight (send to Wynn: ahendrix@pdx.edu) |
Community-Based Learning Assignment

**Purposes:** Community-based learning is a way to learn firsthand the logic of social movements. You use what you learned from the course to scan websites and interview a leader or activist of a movement organization, then analyze its structure, strategy, circumstances, and prospects for success (or success to date).

Learning objectives for CBL are to:

1. use theoretical perspectives to understand real cases
2. teach us by presenting what you learned from your work
3. share with a social movement group a summary of your final report

**Process:**
It's simple: The course asks you take the role of an organizer: consider the structure and strategies pursued by the leaders/activists you meet. How do they handle the tasks of organizing, mobilizing, and acting collectively? What do they consider as a success? **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 that students studied. Think of groups that you know of or were part of.

**Participation /Partnerships**

1. I’ve scheduled time in class for brief reports on your CBL and for presentation of your findings during finals week.
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 late January.

**Final report:**
Do a short team write-up that gives a description of your group (1-2pp) and a theoretically-informed analysis (1-3pp). Use the interview with a leader/activist and the review of its publications/website as your data. Choose 1-2 themes that draw on coursework (eg. adapting to a changing environment, trying to grow members & resources, dealing with a change in leadership). Be sure to make a link between 2-3 features of the SM group (how organized, its environment) and its prospects for success.

Email works fine for interviews and is much easier to schedule. For the interview, writing **good** questions is most important. Good questions help you get good answers – especially by email when you will only have 10-20 minutes. You will likely have less than an hour for an in person/phone interview so put the best questions first, before your interviewee becomes uncooperative or uninformative. We'll work over some questions in class because the SMOs/groups you choose differ in goals, organization, resources, etc and because each of you will bring different theoretical/research questions to the task.

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.

Expected length: 3-4 pages. Remember, it’s a summary, not a transcript. You should include the questions you used, but not all said in the interview. See samples on D2L

Enjoy!