

SOCIAL MOVEMENTS (HTS 2876A)

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Spring 2002
MWF, 3:05-3:55pm
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Course Overview:

Social inequality pervades society. Normally, inequality is relatively stable, and those at the bottom do not challenge the system. But every so often, the “masses” revolt and demand a greater share of societal resources. During such tumultuous times, people often form social movements, which are a means through which people and groups outside of the decision-making centers of society's institutions come to affect change. Movements are an expression of power.

In this course, we will analyze how “ordinary people” challenge powerful segments of society and thereby contribute to changes in the society around them. Social movements are actually relatively rare, and when they appear their gains are generally limited to a short period. With this in mind, this course addresses several basic questions: Why do social movements emerge when they do? Why do movements succeed at some times, but fail at other times? And, what are the consequences of social movements for society and individual participants?

To answer these questions and understand social movements, we need to be familiar with actual movements in history *and* the analytical developments that scholars have made. Therefore, this course will give students the “tools” needed to analyze social movements in the first week of the course. In particular, we will emphasize three dimensions of social movements: organization, political economy, and culture. For the remainder of the course, we will use these insights to examine three social movements that occurred in the twentieth century United States: the civil rights movement, the women’s movement, and the labor movement.

By the end of this course, students should know the predominant perspectives and concepts that sociologists use to understand and analyze social movements. Students will also be familiar with the histories of at least the civil rights, labor, and women’s movements.

Requirements:

Grades will be based on several criteria: class participation, three short papers, two exams.

Participation (15%)

Student participation is essential for this class. Much of each class session will center around discussion. Therefore, make sure you do the reading before class and come prepared to discuss. I will distribute discussion questions prior to class meetings. These questions will focus on the central themes, concepts, and points of the readings; they should help guide you in drawing out the insights of the material. You should come to class with answers to the discussion questions. The participation grade will not be based simply on the frequency of comments, but also upon the quality of your comments. For example, bringing up a point from the reading that was unclear or critiquing an argument in the reading is more involved (and of more quality) than

merely reciting descriptive information in the text. While attendance is not directly graded, it is at least indirectly important to this part of your total grade. Remember that you must be present in class to be able to participate.

First Exam (25%)

The first exam is scheduled for Friday, **March 22** and will consist of several essay questions and some short answer questions. These questions will draw on issues surrounding the various perspectives and concepts, and they will also require students to apply these concepts. This exam is take-home, and it is due on **March 25** at the *beginning* of class.

Short papers (10% each)

Students will write a short essay discussing some aspect of each of the three movements we focus on in class: the civil rights, women's, and labor movements. These papers should be typed, double-spaced, and 3 to 4 pages in length. You have flexibility in writing these papers: what you focus on, when you turn it in, et cetera. You might want to respond to the readings or critique a particular view of a movement; or you might respond to the substance or history of the movement activities. In short, these papers should draw on the concepts of the course (such as the organization, culture, or political economy of the movement). However, you must turn in the papers no later than the first day of the next section (e.g., papers on the civil rights movement are due by February 22). See the course schedule for specific due dates.

Second Exam (30%)

The second exam is scheduled for Friday, **April 26** and will consist of several essay questions and some short answer questions. These questions will draw on issues surrounding the various perspectives and concepts, and they will also require students to apply these concepts. This exam is take-home, and it is due on **May 1** at 3:00p.m.

Summary of grade breakdown:	Participation.....	15%
	Short papers(3).....	30%
	First Exam.....	25%
	Second Exam.....	<u>30%</u>
	Total.....	100%

Readings:

Several books are available at the bookstore:

Required:

Bloom, Jack. 1987. Class, Race, and the Civil Rights Movement.

Costain, Anne. 1994. Inviting Women's Rebellion.

Evans, Sara. 1980. Personal Politics.

Marx, Karl and Frederick Engels. 1848. The Communist Manifesto.

Nelson, Daniel. 1997. Shifting Fortunes.

Piven, Frances Fox and Richard A. Cloward. 1977. Poor People's Movements.

Recommended:

Douglas, Susan. 1995. Where the Girls Are.

Weekly Schedule

An asterisk (*) indicates that a reading is located on electronic reserve at the library. All other readings can be found in the course texts.

Introduction: What are social movements?

Jan. 4 General introduction, central questions

Jan. 7 *Power to the People: What are social movements?*
Piven, Frances Fox and Richard A. Cloward. 1977. Poor People's Movements.
Introductions, pix-xxiv.

Theoretical Overview: How can we explain social movements?

Jan. 9 *From Social Strain to Organizations: How have sociologists explained social movements?*
*Gamson, William. 1975. Strategy of Social Protest. Ch 7 ("Combat Readiness"), p89-109. (On Reserve)

Jan. 11 *Social Movements and Culture: What role does it play?*
*Snow, David A., E. Burke Rochford, Jr., Steven K. Worden, Robert D. Benford. 1986. "Frame Alignment Processes, Micromobilization, and Movement Participation." American Sociological Review. 51(4):464-481. (On Reserve)

Jan. 14 *Political Economy: How do politics and economics shape movements?*
Piven and Cloward. 1977. Poor People's. Ch 1 ("The Structuring of Protest"), 1-40.

The Civil Rights Movement

Jan. 16 *The Southern Racial Caste: How and why was it socially constructed?*
Bloom, Jack. 1987. Class, Race, and the Civil Rights Movement. Introduction, p1-15; & Ch 1 ("The Political Economy of Southern Racism"), p18-58.

Jan. 18 *The Southern Racial Caste: How and why was it socially constructed? (Cont.)*
Piven and Cloward. 1977. Poor People's. Ch 4 ("The Civil Rights Movement"), p181-189.

Jan. 21 **No Class: Martin Luther King, Jr. Holiday**

Jan. 23 *The Great Depression and the New Deal: What long-term changes "set the stage" for the civil rights movement?*
Bloom, Jack. 1987. Class, Race. Ch 2 ("The Old Order Changes"), p59-73.

- Jan. 25 *The Great Depression and the New Deal: What long-term changes “set the stage” for the civil rights movement?*
 Piven and Cloward. 1977. Poor People’s. Ch 4 (“The Civil Rights Movement”), p189-208.
 Bloom. 1987. Class, Race. Ch 3 (“Nineteen Forty-Eight”), skim, p74-86.
- Jan. 28 *Political and Economic Conjuncture I: Why did school integration occur?*
 Bloom. 1987. Class, Race. Ch 4 (“The Splitting of the Solid South”), p87-117.
 Cobb, James. 1997. “The Lesson of Little Rock.” *Atlanta Journal-Constitution*.
 September 21:B-2. (Hand-out)
- Jan. 30 *The Formula for Success: What political coalitions provided the bases of the movement’s successes?*
 Piven and Cloward. 1977. Poor People’s. Ch 4 (“The Civil Rights Movement”), p211-221.
- Feb. 1 *Mobilizing in the 1950s: How did blacks mobilize and organize?*
 Bloom. 1987. Class, Race. Ch 5 (“...the Emergence of the ‘New Negro’ ...”), p120-154.
 Piven and Cloward. 1977. Poor People’s. Ch 4 (“The Civil Rights Movement”), p208-211.
 Evans, Sara. 1980. Personal Politics. Ch 2 (“Southern White Women”), p24-59.
- Feb. 4 *Increasing Defiance, 1960-1964: How was the movement successful?*
 *Morris, Aldon. 1984. The Origins of the Civil Rights Movement. Ch 10 (“Birmingham”), p229-274. (On Reserve)
- Feb. 6 *Increasing Defiance, 1960-1964: How was the movement successful? (cont.)*
 Piven and Cloward. 1977. Poor People’s. Ch 4 (“The Civil Rights Movement”), p236-252.
 Bloom. 1987. Class, Race. Ch 6 (“The Second Wave”), only p167-179.
- Feb. 8 *Gender in the Movement: What role did women play?*
 *Barnett, Bernice McNair. 1993. “Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class.” Gender and Society. 7(2):162-182. (On Reserve)
- Feb. 11 *Freedom Summer, 1964: What did the movement face in Mississippi?*
 *McAdam, Doug. 1988. Freedom Summer. Ch 3 (“Freedom High”), p66-115. (On Reserve)
 Bloom. 1987. Class, Race. Ch 6 (“The Second Wave”), only p179-185.
- Feb. 13 *Freedom Summer, 1964: What did the movement face in Mississippi?*
 Evans, Sara. 1980. Personal Politics. Ch 3 (“Going South”), p60-82; Ch 4 (“Black Power”), p83-101.

- Feb. 15 *“Let Freedom Ring. . .”*
Field Trip: King Center
- Feb. 18 *Political and Economic Conjuncture II: Why did the movement decline?*
 Bloom. 1987. Class, Race. Ch 7 (“Ghetto Revolts, Black Power...”), p186-213.
- Feb. 20 *Movement Decline: What happened to the organizations?*
 Piven and Cloward. 1977. Poor People’s. Ch 4 (“The Civil Rights Movement”),
 p252-258.
 Bloom. 1987. Class, Race. Ch 8 (“Class and Race”), p214-224.

The Women’s Movement

- Feb. 22 *Waves of Women’s Movements: What were the historical antecedents of the recent women’s movement?*
 *Buechler, Steven M. 1991. Women’s Movements in the United States. Chapter 1 (“Roots and Orgins”), only p23-40. (On Reserve)
Short Paper #1 Due
- Feb. 25 *Historical Changes: What long-term socioeconomic facilitated the emergence of the Contemporary Women’s Movement?*
 Evans. 1980. Personal Politics. Chapter 1 (“Cracks in the Mold”), p3-24.
 In-class movie: “Rosie the Riveter”
- Feb. 27 *Links Between Movement “Peaks”: How are the women’s movements connected?*
 *Taylor, Verta. 1989. “Social Movement Continuity: The Women’s Movement in Abeyance.” *American Sociological Review*. 54(5):761-775. (On Reserve)
- Mar. 1 *Political Context: How did politics affect the recent wave of the women’s movement?*
 Douglas. 1994. Where the Girls Are. Chapter 7 (“Throwing Out Our Bras”), p139-162.
Recommended: Costain. 1992. Inviting Women’s. Chapter 2 (“The Opening of Political Opportunity for Women”), p26-43.
- Mar. 4-8 **No Class: SPRING BREAK**
- Mar. 11 *Out of other movements: Why did the women’s movement emerge in the 1960s?*
 Evans. 1980. Personal Politics. Ch 5 (“Reassertion of the Personal”), p102-125;
 Ch 6 (“Let the People...”), p126-155.
- Mar. 13 *“New” Women: How did cultural changes facilitate the women’s movement?*
 Douglas. 1994. Where the Girls Are. Introduction, p3-20; Chapter 4 (“Why the Shirelles Mattered”), p83-98.

- Mar. 15 *Women in Movement: How did women mobilize?*
Evans. 1980. Personal Politics. Ch 8 (“The Dam Breaks”), p193-211; Ch 9 (“Personal Politics”), p212-232.
- Mar. 18 *Only Some Women?: Was the women’s movement exclusionary?*
*hooks, bell. 1984. Feminist Theory: From Margin to Center. Ch 1 (“Black Women: Shaping Feminist Theory”), p1-15. (On Reserve)
*Freeman, Jo. 1973. “The Tyranny of Structurelessness.” *Ms. Magazine*. July 76-78, 86-89. (On Reserve)
- Mar. 20 *Facing Opponents: What happened when ‘oppositional movements’ emerged to resist this wave of the women’s movement?*
Douglas. 1994. Where the Girls Are. Chapter 8 (“I am Woman...”), p163-192; & Chapter 10 (“The ERA as Catfight”), p221-244.
- Mar. 22 *Falling on Hard Times: Why did the movement decline?*
Costain. 1992. Inviting Women’s. Chapter 5 (“Fighting Decline”), p100-121.
Douglas. 1994. Where the Girls Are. Chapter 12 (“I’m not a Feminist, but...”), p269-294.
First Exam (handed out)

The Labor Movement

- Mar. 25 *Fluctuations of Power: What factors shape the labor movement?*
Nelson, Daniel. 1997. Shifting Fortunes. Ch 1 (“Union Growth...”), p3-14.
Turn in First Exam
- Mar. 27 *Workers versus Owners: Is this conflict inherent in capitalism?*
Marx, Karl and Frederick Engels. The Communist Manifesto. Parts 1, 2, & 4.
Short Paper #2 Due
- Mar. 29 *The Rise of Labor: Why did the labor movement emerge in the 1800s?*
Nelson. Shifting Fortunes. Ch 2 (“Miners and Organized Labor”), p15-38.
- Apr. 1 *Labor in the late 1800s: How did the class struggle take shape in cities?*
Nelson. Shifting Fortunes. Ch 3 (“Urban Workers...”), p39-68.
- Apr. 3 *Labor in the early 1900s: How did the class struggle take shape?*
Nelson. Shifting Fortunes. Ch 4 (“New Environments...”), p69-103.
- Apr. 5 *Dividing Workers: What caused splits within the labor movement?*
*Brown, Cliff and John Brueggemann. 1996. “Mobilizing Interracial Solidarity.” Mobilization. 2(1):47-70.
Piven and Cloward. 1977. Poor People’s. Ch 3 (“The Industrial Workers’ ...”), p96-107.

- Apr. 8 *Turning the Tide: Why did labor win so much during the 1930s?*
Piven and Cloward. 1977. Poor People's. Ch 3 ("The Industrial Workers'..."),
p107-126.
- Apr. 10 *Years of Conflict: How did workers win during the depression?*
Nelson. Shifting Fortunes. Ch 5 ("The Labor Movement at High Tide"), p104-
131.
- Apr. 12 *The Wagner Act: What led to and resulted from this important change?*
Piven and Cloward. 1977. Poor People's. Chapter 3 ("The Industrial Workers'
Movement"), p126-155.
- Apr. 15 *Stumbling Out of the War: Why was labor weakened after WWII?*
Piven and Cloward. 1977. Poor People's. Chapter 3 ("The Industrial Workers'
Movement"), p155-175.
- Apr. 17 *The Post-war Decline: Why has labor faltered?*
Nelson. Shifting Fortunes. Ch 6 ("The Decline of American Labor"), p131-163.

The Effects and Consequences of Social Movements

- Apr. 19 *Outcomes and Effects: How do movements affect participants?*
*McAdam, Doug. 1989. "The Biographical Consequences of Activism."
American Sociological Review. 54(5):744-760.
- Short Paper #3 Due**
- Apr. 22 *Outcomes and Effects: Can social movements "change society"?*
*Winders, Bill. 1999. "The Roller Coaster of Class Conflict." Social Forces.
77(3):833-862.
- Apr. 24 *Global Insurgency: How does the world economy shape social movements?*
McAdam, Doug. 1998. "On the International Origins of Domestic Political
Opportunities." Pp.251-267 in *Social Movements and American Political
Institutions*, edited by Anne Costain and Andrew McFarland.
- Apr. 26 *Movements on the Horizon: What movements might emerge in the future? What
conditions might give rise to a new wave of movements?*
Second Exam (handed out)
- May 1 **Turn in Second Exam** (by 3:00pm)