

POSC322/422 Political Movements and Political Participation

Karen Beckwith

Fall Semester 2014

TTh 10:00 –11:15 am

Clark Hall 103

Office: 223 Mather House

E-mail: karen.beckwith@case.edu

Office Hours: Tuesday, 1-2:00pm, Wednesday 2-4:00pm, or by appointment

Course Website: <http://politicalscience.case.edu/faculty-listings/political-science-322-professor-beckwith/>

COURSE OUTLINE AND REQUIREMENTS

Why do citizens protest? In the US, from Occupy Wall Street to the Tea Party to the Alt-Labor Movement to anti-immigration and immigrants' rights protests, among many others, citizens turn to disruption and protest to give voice to their demands and to bring pressure upon government and other institutions. In West Europe, students engage in mass demonstrations (occasionally violent) to protest tuition increases; the unemployed and others in Spain engage in *indignado* protests and occupations; French citizens in the ten of thousands went to the streets to protest the government's plans to recognize same-sex marriage. Why, in democratic political systems, with formal access to voting and a range of democratic citizen rights, do people take to the streets? Why do protests from both the left and the right of the political spectrum emerge in purportedly stable democratic political systems?

Political Movements and Political Participation is concerned with the variety of ways citizens engage in collective action in the United States and across national boundaries, and with the conditions under which citizens identify common concerns and join together in political movements to bring about change. The course addresses these questions by examining the variety of ways citizens engage in collective action in the United States and across national boundaries, with comparative reference to political movements in West Europe. This semester the course focuses on the US Black civil rights movement, the US labor movement, and corporate campaigns, among others. The course considers four general bodies of theory and research on political movements: resource mobilization, political opportunity structures, rational choice, and cultural framing. In the context of these sometimes competing theories, we will consider 1) the conditions under which political movements are likely to emerge, as well as the circumstances in which collective political action is precluded; 2) how citizens come to recognize collective grievances and shared political identities; 3) the strategies and tactics of organized movements, and their likelihood of political success; 4) the relationship between political movements, political parties, and the state; and 5) the nature of transnational activism.

Evaluation of undergraduate student performance in this course will be based on the following criteria. First, students are expected to attend class and to be prepared for each class meeting by having read, in advance, the materials assigned for that day; this will serve as preparation for informed class discussion, in which all students are expected to

participate. Students are expected, and obliged, to comport themselves, in class, in a professional manner. Professionalism refers to adherence to standards of behavior and performance expected from political scientists. This includes, but is not limited to, courteous behavior in class; attention to other speakers; engagement with the work at hand; and, of course, adherence to university standards of academic integrity. Informed class participation and professionalism are requirements of the course, and account for 10 percent of the final course grade.

Second, each student will have responsibility for directing class discussion of an assigned article, to be arranged with the professor. Discussion leadership accounts for 10 percent of the final grade. Details concerning discussion assignments are provided in a separate handout and on the course webpage.

Third, students will write two short papers, each of which is worth 20 percent of the final course grade, and a final research paper, which is worth 25 percent of the final course grade. Details of these assignments are available in a separate course handout.

Finally, each student will present his or her paper findings to the class, in a formal presentation. The paper presentation accounts for the remaining 15 percent of the final grade. A schedule of assignment deadlines is listed in the Schedule of Readings and Assignments, below.

Evaluation of graduate student performance includes the following: 1) meeting standards of professionalism and academic integrity; 2) participation in class discussions; 3) facilitating discussion for one class session; 4) developing an annotated bibliography (40%); and 5) producing a research paper (60%). Beyond reading all undergraduate course assignments, graduate students will read additional work, the list for which will be developed in consultation with the professor.

Note that students are required to attend all classes and to complete all course assignments.

Books required for this course are listed below:

Dennis Chong, *Collective Action and the Civil Rights Movement*

William Forbath, *Law and the Shaping of the American Labor Movement*

Sidney Tarrow, *Power in Movement* (3rd ed.)

Another book, recommended for this course, is Sidney Tarrow, *Strangers at the Gate*. All books are available at Barnes and Noble.

Additional readings are available through electronic journals or JSTOR or through the Kelvin Smith Library e-journals website.

Students are encouraged to read an international newspaper daily (e.g. the *Financial Times*, the *New York Times*).

Standards of professionalism and academic integrity are integral components of this course. Students are reminded that they are obliged to understand, to uphold, and to comply with the Academic Integrity Policy of the University. A copy of the Code may be found online at <http://www.case.edu/provost/ugstudies/acintegrity.htm>.

Students who do not understand this Policy after having read it should make an appointment to see me to discuss it; indeed, I welcome this discussion and encourage students to see me in advance of any assignment about which they have doubts or questions. It is a course requirement that students read the University's Academic Integrity Policy.

SCHEDULE OF READINGS AND ASSIGNMENTS

August 26 **Introduction to the Course**

August 28 NO CLASS MEETING; PROFESSOR ATTENDING AMERICAN
POLITICAL SCIENCE ASSOCIATION MEETINGS

September 2 **Theories of Movements: Introduction**

READ: Tarrow, *Power in Movement*, Introduction and Chapter 1

September 4 READ: Tarrow, *Power in Movement*, Part 1

September 9 **Political Opportunity and Resource Mobilization Theories**

READ: Herbert P. Kitschelt, "Political Opportunity Structures and Political Protest: Anti-Nuclear Movements in Four Democracies," *British Journal of Political Science*, 1986, 16: 57-85 [available on JSTOR]

September 11 READ: Tarrow, *Power in Movement*, Chapters 5 and 8

September 16 READ: John D. McCarthy and Mayer N. Zald, "Resource Mobilization and Social Movements: A Partial Theory," *American Journal of Sociology*, 82 (6), May 1977: 1212-1241 [available through JSTOR].

September 18 READ: Tarrow, *Power in Movement*, Chapter 6

September 23 **Meaning Making and Narrative in Political Movements**

READ: Tarrow, *Power in Movement*, Chapter 7

September 25 READ: Beckwith, "Narratives of Defeat"

September 30 READ: Kristine Olsen, "Telling Our Stories: Narrative and Framing in the Movement for Same-Sex Marriage," *Social Movement Studies*, 13 (2), 2014: 248-266; Tarrow, *Strangers at the Gate*, Chapter 10

October 2 DISCUSSION

FIRST SHORT PAPER DUE IN CLASS

October 7 **Collective Identity and Movement Strategy**

READ: Chong, *Collective Action and the Civil Rights Movement*, Chapters 1 and 2

October 9 READ: Chong, *Collective Action and the Civil Rights Movement*, Chapters 3, 4, and 5

October 14 READ: Chong, *Collective Action and the Civil Rights Movement*, Chapters 6 and 7

October 16 READ: Chong, *Collective Action and the Civil Rights Movement*, Chapters 8 and 9

October 21 READ: Chong, *Collective Action and the Civil Rights Movement*, Conclusion

October 23 DISCUSSION

October 28 FALL BREAK

October 30 **Political Movements Facing the State and the Economy**

READ: Forbath, *Law and the Shaping of the American Labor Movement*,
Chapters 1 and 2

November 4 READ: Forbath, *Law and the Shaping of the American Labor Movement*,
Chapters 3 and 4

November 6 READ: Forbath, *Law and the Shaping of the American Labor Movement*,
Chapter 5 and Conclusion

November 11 FILM: *American Dream*

November 13 DISCUSSION

SECOND PAPER DUE IN CLASS

November 18 **States, Protest, and Violence**

READ: Phillip M. Ayoub, "Repressing Protest: Threat and Weakness in
the European Context, 1975-1989," *Mobilization*, 15 (4), 2010: 465-488
(available through e-journals).

November 20 READ: Christian Davenport, Sarah A. Soule and David A. Armstrong II,
"Protesting While Black? The Differential Policing of American Activism,
1960 to 1990," *American Sociological Review*, 76 (1), 2011: 152-178
(available through e-journals).

November 25 READ: Patrick Rafail, "Asymmetry in Protest Control: Comparing
Protest Policing in Montreal, Toronto, and Vancouver, 1998-2004,"
Mobilization, 15 (4), 2010: 489-509 (available through e-journals).

November 27 THANKSGIVING

December 2 IN-CLASS PAPER PRESENTATIONS

December 4 IN-CLASS PAPER PRESENTATIONS

FINAL PAPER DUE BY 12:30PM, TUESDAY, DECEMBER 16, IN MY OFFICE