

POSC322/422 POLITICAL MOVEMENTS AND POLITICAL PARTICIPATION

Fall Semester 2007
TTh 2:45-4:00pm
Bingham Building 204

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

Course Website: www.case.edu/artsci/posc/kb322.htm

COURSE OUTLINE AND REQUIREMENTS

Political Movements and Political Participation is concerned with the variety of ways citizens engage in collective activism 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 begins with an examination of three general bodies of theory and research on political movements: resource mobilization, political opportunity structures, and cultural framing. We will also investigate frameworks of political participation and contentious politics as frames for understanding the relationships among different expressions of collective activism and dissent. 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 rise of transnational activism. Relying upon political movement theory as a basis for understanding particular contemporary political movements, we will focus on the U.S. civil rights movement as an exemplary case, although we will also consider several additional movements. Relying upon political participation scholarship and models of citizen activism, we will focus on the relationship between participation and equality in democracy.

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 class discussion, in which all students are expected to participate. Note that students are required to attend all classes and to complete all course assignments. Informed class participation and professionalism account for 10 percent of the student's final course grade.

Second, each student will have responsibility for directing class discussion on 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 25 percent of the final course grade, and a final research paper, which is worth 30 percent of the final course grade. Details of these assignments are available in a separate course handout. A schedule of assignment deadlines is listed in the Schedule of Readings and Assignments, below.

Evaluation of graduate student performance in this course will be based on similar but additional criteria. Each student is, of course, expected to attend class and to be prepared for each class meeting by having read, in advance, the materials assigned for that day. Students should be prepared to discuss the material in detail in class every day, and all students are expected to participate.

Graduate students will complete two short papers, each of which accounts for 20 percent of the final grade. Second, graduate students will complete a final research design paper, which accounts for 30 percent of the final course grade. Details of these assignments are available in a separate course handout.

Third, each graduate student will be responsible for facilitating one course meeting, leading the course discussion and presenting a brief introductory overview; this will account for 10 percent of the final grade.

Finally, each graduate student will construct an annotated bibliography on political movements and political participation; this will account for 20 percent of the final grade. Details of the papers and bibliography are available in a separate course handout. Due dates for examinations and assignments are indicated in the reading schedule, below.

Books required for this course are listed below and are available for purchase in the University Bookstore:

- Dennis Chong, *Collective Action and the Civil Rights Movement*
- Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders*
- Belinda Robnett, *How Long? How Long? African-American Women in the Struggle for Civil Rights*
- Sidney Tarrow, *Power in Movement* (2nd ed.)
- Sidney Verba, Kay Lehman Schlozman and Henry Brady, *Voice and Equality: Civic Voluntarism in American Politics*

Graduate students should also purchase:

- Ronald R. Aminzade et al., *Silence and Voice in the Study of Contentious Politics*
- Bert Klandermans and Suzanne Staggenborg, eds., *Methods of Social Movement Research*
- Doug McAdam, John D. McCarthy, and Mayer N. Zald, eds., *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures and Cultural Framings*
- Frances Fox Piven and Richard A. Cloward, *Poor People's Movements*
- Sidney Tarrow, *The New Transnational Activism*

Additional readings are available through electronic journals or JSTOR, through the Kelvin Smith Library website. Each student should print a hardcopy of every additional assigned reading for his or her own research purposes. Please note that this is a requirement of the course.

Students are encouraged to subscribe to and to read the *New York Times*; information concerning subscriptions will be provided.

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://studentaffairs.case.edu/groups/aiboard/policy.html>

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.

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. Students are expected, and obliged, to comport themselves, in class, in a professional manner.

SCHEDULE OF READINGS AND ASSIGNMENTS

August 28 **Introduction to the Course**

READ: "Guidelines for Viewing Films" and "Guidelines for Critical Reading in Political Movements" [course handout]

August 30 FILM: "With Babies and Banners"

NOTE: Professor attending American Political Science Association meetings in Chicago.

September 4 **Theories of Movements: Introduction**

READ: Doug McAdam, John D. McCarthy, and Mayer N. Zald, "Introduction" and Chapter 1 in McAdam, McCarthy, and Zald, eds., *Comparative Perspectives* [course handouts]; and Tarrow, *Power in Movement*, Chapter 1

Graduate students should also read: Klandermans and Staggenborg, "Introduction," and Klandermans, Staggenborg and Tarrow, "Conclusion: Blending Methods and Building Theories in Social Movement Research," in Bert Klandermans and Suzanne Staggenborg, eds., *Methods of Social Movement Research*

September 6 **Political Opportunity Theories: Structure and Culture**

READ: Sidney Tarrow, "States and Opportunities," Chapter 2 in McAdam, McCarthy, and Zald, eds., *Comparative Perspectives*; 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]

Graduate students should also read: Paul Lichterman, "Seeing Structure Happen: Theory-Driven Participant Observation," in Bert Klandermans and Suzanne Staggenborg, eds., *Methods of Social Movement Research*, and Jack A. Goldstone and Charles Tilly, "Threat (and Opportunity): Popular Action and State Response in the Dynamics of Contentious Action," in Ronald R. Aminzade et al., *Silence and Voice in the Study of Contentious Politics*

September 7 All students are required to attend the Anisfield-Wolf/SAGES Lecture by Taylor Branch, "Myth and Miracle from the King Years," 12:30pm, Severance Hall. Seating has been reserved in the center aisle of the main floor for our class.

September 11 READ: Tarrow, *Power in Movement*, Chapters 5 and 6

Graduate students should also read: Piven and Cloward, *Poor People's Movements*, Chapter 1

September 13 **Collective Resources of Political Movements: Resource Mobilization Theory**

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]; and Tarrow, *Power in Movement*, Chapter 8

Graduate students should also read: Elisabeth S. Clemens, “Organizational Form as Frame: Collective Identity and Political Strategy in the American Labor Movement, 1880-1920,” in McAdam, McCarthy, and Zald, eds., *Comparative Perspectives*

September 18 **Mobilization, Identity and Framing**

READ: David Snow, E. Burke Rochford, Jr., Steve K. Worden, and Robert Benford, “Frame Alignment Processes, Micromobilization, and Movement Participation,” in Doug McAdam and David A. Snow, eds., *Social Movements*; and Alberto Melucci, “The Process of Collective Identity,” in Hank Johnston and Bert Klandermans, eds., *Social Movements and Culture* [course handouts]

Graduate students should also read: Hank Johnston, “Verification and Proof in Frame and Discourse Analysis,” and David A. Snow and Danny Trom, “The Case Study and the Study of Social Movements,” in Bert Klandermans and Suzanne Staggenborg, eds., *Methods of Social Movement Research*

September 20 READ: Tarrow, *Power in Movement*, Chapter 7

Graduate students should also read: Mayer N. Zald, “Culture, Ideology, and Strategic Framing,” and Doug McAdam, “The Framing Function of Movement Tactics: Strategic Dramaturgy in the American Civil Rights Movement,” in McAdam, McCarthy and Zald, eds., *Comparative Perspectives*

September 25 READ: Karen Beckwith, “Gender Frames and Collective Action: Configurations of Masculinity in the Pittston Coal Strike,” *Politics & Society*, 29 (2), June 2001: 295-328 [available through J-STOR]

September 27 DISCUSSION

October 2 FILM: “48 Hours: On Strike”

FIRST PAPERS DUE IN CLASS

October 4 **Public Choice Models, and the Black Civil Rights Movement**

READ: Dennis Chong, *Collective Action and the Civil Rights Movement*, Chapters 1 and 3

Graduate students should also read: Pamela E. Oliver and Daniel J. Myers, “Formal Models in Studying Collective Action and Social Movements,” in Bert Klandermans and Suzanne Staggenborg, eds., *Methods of Social Movement Research*

October 9 READ: Belinda Robnett, *How Long? How Long? African-American Women in the Struggle for Civil Rights*, Chapters 1 and 3

Graduate students should also read: Aldon D. Morris, “A Retrospective on the Civil Rights Movement: Political and Intellectual Landmarks,” *Annual Review of Sociology*, 1999, 25: 517-39 [available through electronic journals]; and Ronald R. Aminzade, Jack A. Goldstone, and “Leadership Dynamics and Dynamics of Contention,” in Aminzade et al., *Silence and Voice in the Study of Contentious Politics*

October 11 READ: Belinda Robnett, *How Long? How Long? African-American Women in the Struggle for Civil Rights*, Chapters 5 and 6

Graduate students should also read: Piven and Cloward, *Poor People’s Movements*, Chapter 4

October 16 DISCUSSION

October 18 FILM: “Eyes on the Prize #4: No Easy Walk”

SECOND PAPERS DUE IN CLASS

October 23 FALL BREAK

October 25 CLASS CANCELLED; students are required to attend lecture by Professor Theda Skocpol, Dean of the Graduate School of Arts and Sciences, Harvard University, 4:00-5:30 pm in Ford Auditorium. For further information, see <http://policy.case.edu/gender/>

Students are requested to attend this lecture.

October 30 **Movement Success and Movement Transformation: State Response**

READ: Chong, *Collective Action and the Civil Rights Movement*, Chapter 8; and Bert Klandermans, Marlene Roefs, and Johan Olivier, “A Movement Takes Office,” in David S. Meyer and Sidney Tarrow, *The Social Movement Society* [course handout]

REVIEW: Sidney Tarrow, “States and Opportunities,” Chapter 2 in McAdam, McCarthy and Zald, eds., *Comparative Perspectives*

November 1 FILM: “American Dream”

November 6 **Political Participation and Citizen Activism**

READ: Verba, Schlozman and Brady, *Voice and Equality*, Part I, all

Graduate students should also read: Bert Klandermans and Jackie Smith, “Survey Research: A Case for Comparative Designs,” and Kathleen Blee and Verta Taylor, “Semi-Structured

Interviewing in Social Movement Research,” in Klandermans and Staggenborg, eds., *Methods of Social Movement Research*

November 8 READ: Verba, Schlozman and Brady, *Voice and Equality*, Part II, all

Graduate students should also read: Scott McClurg, “The Electoral Relevance of Political Talk: Examining Disagreement and Expertise Effects in Social Networks on Political Participation,” *American Journal of Political Science*, 50 (3), July 2006; 737-54 [available through electronic journals]; and Mario Diani, “Network Analysis,” in Klandermans and Staggenborg, eds., *Methods of Social Movement Research*

November 13 READ: Verba, Schlozman and Brady, *Voice and Equality*, Part III, Chapters 9 through 11

Graduate students should also read: Deborah Jordan Brooks and John G. Geer, “Beyond Negativity: The Effects of Incivility on the Electorate,” *American Journal of Political Science*, 51 (1), January 2007; 1-16 [available through electronic journals]

November 15 READ: Verba, Schlozman and Brady, *Voice and Equality*, Part III, Chapters 12 through 15

Graduate students should also read: Leonie Huddy and Nadia Khatib, “American Patriotism, National Identity, and Political Involvement,” *American Journal of Political Science*, 51 (1), January 2007; 63-77 [available through electronic journals]

November 20 **Transnational Social Movements: Emerging Internationalization of Political Activism**

READ: Tarrow, *Power in Movement*, Chapters 9 and 10

Graduate students should also read: Donatella della Porta, “Comparative Politics and Social Movements,” in Klandermans and Staggenborg, eds., *Methods of Social Movement Research*; and Tarrow, *The New Transnational Activism*, Introduction and Part 1

November 22 THANKSGIVING BREAK

November 27 READ: Keck and Sikkink, *Activists Beyond Borders*, Chapters 1 and 2

Graduate students should also read: Tarrow, *The New Transnational Activism*, Part 2

GRADUATE STUDENT ANNOTATED BIBLIOGRAPHY DUE IN CLASS

November 29 READ: Keck and Sikkink, *Activists Beyond Borders*, Chapters 3 and 4

Graduate students should also read: Tarrow, *The New Transnational Activism*, Part 3

December 4 READ: Keck and Sikkink, *Activists Beyond Borders*, Chapters 5 and 6

Graduate students should also read: Tarrow, *The New Transnational Activism*, Parts 4 and 5

December 6 DISCUSSION

FINAL UNDERGRADUATE RESEARCH PAPER DUE DECEMBER 11, BY 1:00PM, IN MY OFFICE

**FINAL GRADUATE STUDENT RESEARCH DESIGN DUE DECEMBER 11,
BY 1:00PM, IN MY OFFICE**