

POSC322/422 Political Movements and Political Participation

Karen Beckwith

Spring Semester 2017

MW 12:45-2:00pm

Thwing 302

Office: 223 Mather House

E-mail: karen.beckwith@case.edu

Office Hours: MW 10:30am-noon

COURSE OUTLINE AND REQUIREMENTS

Why do citizens protest? In the US, from Occupy Wall Street and Black Lives Matter 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; Polish women protested in the streets against the government's plans to restrict access to abortion. 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; and 4) the relationship between political movements, political parties, and the state.

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 one class discussion of a course reading, to be arranged with the professor. Discussion leadership accounts for 10 percent of the final grade. For details concerning this assignment, see *Guidelines for Discussion*, posted on Canvas.

Third, students will write two short research 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 on Canvas; see *Guidelines for Papers and Presentations*. Due dates for assignments are indicated in the reading schedule, below.

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. Details of the presentation assignment are available on Blackboard; see *Guidelines for Papers and Presentations*.

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

Books required for this course are listed below:

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

Katherine J. Cramer, *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*

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

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

Additional books recommended (but not required) in this course include:

Donatella della Porta, *Where Did the Revolution Go? Contentious Politics and the Quality of Democracy*

Christian Davenport, *How Social Movements Die: Repression and Demobilization of the Republic of New Africa*

Michael Heaney and Fabio Rojas, *Party in the Street: The Anti-War Movement and the Democratic Party after 9/11*

Isaac Martin, *Rich People's Movements: Grassroots Campaigns to Untax the One Percent*

Theda Skocpol and Vanessa Williamson, *The Tea Party and the Remaking of Republican Conservatism*

All books are available at Barnes and Noble and, of course, through other sources.

Additional readings are available through electronic journals (e-journals), through the Kelvin Smith Library website, or from the Canvas course site.

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

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

January 18 **Introduction to the Course**

January 23 **Theories of Movements: Introduction**

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

January 25 NO CLASS; PROFESSOR LECTURING AT THE UNIVERSITY OF MINNESOTA

READ: Tarrow, *Power in Movement*, Part 1 (Chapters 2, 3, and 4)

January 30 **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 through e-journals]

February 1 READ: Tarrow, *Power in Movement*, Chapters 5 and 8

February 6 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 e-journals].

February 8 READ: Tarrow, *Power in Movement*, Chapter 6

February 13 **Meaning Making and Narrative in Political Movements**

READ: Tarrow, *Power in Movement*, Chapter 7; Mary Fainsod Katzenstein, *Faithful and Fearless*, Chapters 1 and 2 [available on Canvas]

February 15 READ: Beckwith, "Narratives of Defeat" [available on Canvas]

February 20 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 [available on Canvas]

February 22 DISCUSSION

FIRST SHORT RESEARCH PAPER DUE IN CLASS

February 27 **Collective Action and Movement Strategy**

READ: Chong, *Collective Action and the Civil Rights Movement*, Chapters 1, 2, and 3

March 1 READ: Chong, *Collective Action and the Civil Rights Movement*, Chapters 4, 5, and 6

March 6 READ: Chong, *Collective Action and the Civil Rights Movement*, Chapters 7, 8 and 9

March 8 INTERNATIONAL WOMEN'S DAY

READ: Chong, *Collective Action and the Civil Rights Movement*, Conclusion; Carol Mueller, "Ella Baker and the Origins of 'Participatory Democracy,'" and Donna Langston, "The Women of Highlander," in *Women in the Civil Rights Movement*, eds. Vicki L. Crawford, Jacqueline Anne Rouse, and Barbara Woods [available on Canvas]

POLITICAL MOVEMENT FOCUS APPROVED BY PROFESSOR BY THIS DATE

March 13-17 SPRING BREAK

March 20 **Political Movements Facing the State and the Economy**

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

March 22 READ: Forbath, *Law and the Shaping of the American Labor Movement*, Chapters 3 and 4

March 27 READ: Forbath, *Law and the Shaping of the American Labor Movement*, Chapter 5 and Conclusion

March 29 Lecture by Kevin Reuning, Department of Political Science, The Pennsylvania State University

READ: to be announced

April 3 FILM: *American Dream*

READ: *Guide to Critical Film Viewing* [available on Blackboard]

CLASS CANCELED; PROFESSOR AT MEETINGS IN MANCHESTER, UK

April 5 READ: Bart Bonikowski and Noam Gidron, "Multiple Traditions in Populism Research: Toward a Theoretical Synthesis," Kirk Hawkins, "Populism and the 2016 US Presidential Election in Comparative Perspective," and Joseph Lowndes, "Populism in the 2016 US Election," in *Symposium: Populism in a Comparative Perspective* [available on Canvas]

SECOND SHORT RESEARCH PAPER DUE BY EMAIL BY 5:00PM

CLASS CANCELED; PROFESSOR AT MEETINGS IN CHICAGO

April 10 **Race, Nationalism, and the Politics of Resentment**

READ: Cramer, *The Politics of Resentment*, Chapters 1 and 2

April 12 READ: Cramer, *The Politics of Resentment*, Chapters 3, 4, and 5

April 17 READ: Cramer, *The Politics of Resentment*, Chapters 6 and 7

April 19 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; and Patrick Rafail, "Asymmetry in Protest Control: Comparing Protest Policing in Montreal, Toronto, and Vancouver, 1998-2004," *Mobilization*, 15 (4), 2010: 489-509 (both available through e-journals).

April 24 IN-CLASS PAPER PRESENTATIONS

April 26 IN-CLASS PAPER PRESENTATIONS

May 1 IN-CLASS PAPER PRESENTATIONS

FINAL PAPER DUE NO LATER THAN MONDAY, MAY 8, BY 11:00AM