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 (2016), and returned to the streets as the gilets jaunes to protest the Macron government’s tax on petrol (2018). Polish women protested in the streets against the government’s plans to restrict access to abortion (May 2018); Poles went back to the streets to protest the Duda government’s centralization of power over the Polish judiciary (July 2018). Hungarians took to the streets in December 2018 to protest the Orbán government’s “slave law” concerning working hours and conditions. 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? How do political parties manage social movements to advance (or frustrate) movement demands?

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 populist and anti-austerity movements, 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 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, and includes a brief Discussion Report Paper. 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 30 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 10 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 Canvas; 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*
- William Forbath, *Law and the Shaping of the American Labor Movement*
- Sidney Tarrow, *Power in Movement* (3rd ed.)

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

**Also recommended but not required:**

- Carrie N. Baker, *The Women's Movement Against Sexual Harassment*
- Paul Frymer, *Black and Blue: African Americans, the Labor Movement, and the Decline of the Democratic Party*
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://bulletin.case.edu/undergraduastudies/academicintegrity/.

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 15   Introduction to the Course

January 17   Theories of Movements: Introduction

READ: Tarrow, Power in Movement, Introduction and Chapter 1; Daniel Schlozman, When Movements Anchor Parties, Chapters 1 and 2 [available on Canvas].


January 22   READ: Tarrow, Power in Movement, Part 1 (Chapters 2, 3, and 4)

January 24   Political Opportunity and Resource Mobilization Theories


January 29   READ: Tarrow, Power in Movement, Chapters 5 and 8.

February 5    READ: Tarrow, *Power in Movement*, Chapter 6

February 7    **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]

RECOMMENDED: “The Port Huron Statement” [http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SDS_Port_Huron.html]


February 14   READ: Kristine Olsen, “Telling Our Stories: Narrative and Framing in the Movement for Same-Sex Marriage,” *Social Movement Studies*, 13 (2), 2014: 248-266 [available through e-journals]; Tarrow, *Strangers at the Gate*, Chapter 10 [available on Canvas]

February 19   DISCUSSION

**FIRST SHORT RESEARCH PAPER DUE IN CLASS**

February 21   **Collective Action and Movement Strategy**

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


February 26   READ: Chong, *Collective Action and the Civil Rights Movement*, Chapters 4, 5, and 6

February 28   READ: Chong, *Collective Action and the Civil Rights Movement*, Chapters 7, 8 and 9
March 5  READ:  Chong, *Collective Action and the Civil Rights Movement*, Conclusion

March 7  To be determined.

**POLITICAL MOVEMENT FOCUS APPROVED BY PROFESSOR BY THIS DATE**

March 11-15  SPRING BREAK

March 19  Political Movements Facing the State and the Economy

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


March 28  FILM:  *American Dream*

April 2  Movements and Political Parties


April 4  Race, Nationalism, and the Politics of Resentment


CLASS CANCELED; PROFESSOR AT MPSA MEETINGS IN CHICAGO

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

April 9  READ: Cramer, The Politics of Resentment, Chapters 3, 4, and 5
April 11  To be determined.

April 16  READ: Cramer, The Politics of Resentment, Chapters 6 and 7


April 23  IN-CLASS PAPER PRESENTATIONS
April 25  IN-CLASS PAPER PRESENTATIONS

FINAL PAPERS DUE NO LATER THAN THURSDAY, MAY 2, BY 11:00AM